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ABSTRACT

This educational kit includes a teacher's workbook, a student's workbook, 55 reproducible student handouts, and a 6-session, 60-minute videotape. The program complements the nutrition subject area of Ohio's Competency-Based Program in Health and Physical Education for grades 7-8. Activities are interdisciplinary and closely related to the 9th-grade Ohio Proficiency Test learning outcomes for science, mathematics, reading, writing, and citizenship. The program was developed in response to the overwhelming statistics on childhood obesity and as a means of disease prevention. The program rewards students for making positive behavior changes and helping their families make changes. It also rewards health teachers. The program's video is divided into the following six lessons: What is a Fit Kid?, Shop Smart, Smart Eating on the Run, Smart Moves, Getting the Competitive Edge, and How to Become a Fit Kid. Students learn that they can make healthy food choices that fit their lifestyle, they can become active in a fun way, and they can make the seven changes listed in their Fit Kid Contract to help them become a "Fit Kid." (SM)

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ED 460 945

Fit Kid Connection:
A Nutrition Education Program for 7th and 8th Graders.
Teacher's Workbook [and] Student's Workbook--Reproducible Handouts.

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A publication of the
Ohio Nutrition Education & Training Program
Ohio Department of Education

SP 038 481

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FIT KID CONNECTION

A Nutrition Education Program For 7th And 8th graders

Teacher's Workbook

A publication of the Ohio Nutrition Education & Training Program
Ohio Department of Education

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The Fit Kid Connection was produced by the Ohio Department of Education, Division of Student Development, Nutrition Education and Training Program
65 South Front Street
Columbus, Ohio 43215-4183 614-466-5995

WHAT IS THE FIT KID CONNECTION?

The *FIT KID CONNECTION* is a nutrition education program developed by the Ohio Department of Education, Division of Student Development, Nutrition Education and Training Program (NET). The program is designed to compliment the nutrition subject area of a Competency-Based Program in Health and Physical Education for grades 7-8. The activities are interdisciplinary and closely related to the ninth grade Ohio Proficiency Test learning outcomes for science, mathematics, reading, writing, and citizenship.

The *FIT KID CONNECTION* was developed due to the overwhelming statistics on childhood obesity, and as a means of disease prevention.

- Nineteen percent of students skip breakfast on a typical school day.
- Teenagers may derive as many as 25% of their calories from pre-packaged snacks that contribute a significant amount of fat, saturated fat, and sodium to their daily diets.
- Fast food restaurants, convenience foods, and vending machines supply a major portion of nutrients in a child's diet.
- A Gallup survey found that among 4th to 8th graders, 83% prepare their own breakfast, and 57% are involved in buying food.
- Nearly 25% of young people between the ages of 6-17 are considered overweight. The percentages of young people who are seriously overweight more than doubled in the last 30 years.
- Eating habits and patterns are established in childhood.
- Being overweight in childhood tends to be associated with chronic diseases in adulthood, such as increased risk for heart disease, high blood pressure, diabetes, and possibly cancer.
- Poor diet and lack of exercise contribute to 15% of actual causes of death in the U.S. (tobacco is number 1 at 20%).
- More than one fourth (27.3%) of students nationwide thought they were overweight; 39.7% of students nationwide were trying to lose weight (1997 Youth Risk Behavior Survey).

The *FIT KID CONNECTION* is different in that students are rewarded for making positive behavior changes, as well as helping their families make changes.

The *FIT KID CONNECTION* Nutrition Education Kit is packaged with a 60-minute video, a Teacher's Workbook, 55 reproducible student handouts, and 30 *Fit Kid Contracts*. Each Teacher's Workbook is divided into 6 sections that correspond to the six sessions of the video. The 60-minute video is divided into the following 6 sessions:

Session 1: What is a Fit Kid?
Session 2: Shop Smart
Session 3: Smart Eating on the Run
Session 4: Smart Moves
Session 5: Getting the Competitive Edge
Session 6: How to Become a Fit Kid

Each section of the workbook contains activities that meet the learning outcomes of the 9th grade Ohio proficiencies for science, mathematics, citizenship, reading, and writing. These activities are summarized in a table on pages 14-17. The students can do many of these activities in the cafeteria with the food service director, as a means of reinforcing good nutrition and eating habits. The students will view one of the six sessions each week in their health classroom, then discuss the handouts appropriate for each session as indicated in the Teacher's Workbook. Each student will then complete a weekly behavior change in his or her *Fit Kid Contract* that coincides with the weekly session of the video. The goal of the program is to bring about positive nutrition, self-esteem, and physical activity changes in the participating students.

The *FIT KID CONNECTION* will be advertised in the media. Students may be asking their health teachers about the program because Bath & Body Works and Sam Goody gift certificates will be awarded to the first 2900 students turning in their completed contracts. Teachers can contact the Ohio Department of Education's Nutrition Education and Training (NET) Program Coordinator, Susan Patton, MS, RD, LD, at (614) 466-5995 to answer questions.

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TEACHER AND STUDENT INCENTIVES FOR COMPLETING THE PROGRAM:

The first 2900 students that complete the seven behavior changes as stated on their *Fit Kid Contract*, and turn in their completed contracts to their health teachers, will receive either a gift certificate for Bath & Body Works or Sam Goody. Health teachers will collect the contracts and send them in as a class in the enclosed envelope. The contract acts as a pre and post-test. The first 97 health teachers that turn in their class's contracts will receive incentives donated by Ohio companies. The data from the completed contracts will be used to compile changes the teens have made after participating in The *FIT KID CONNECTION* Program.

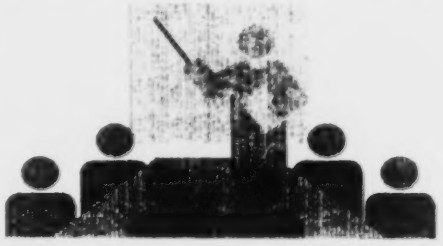
THE FIT KID CONNECTION LEARNING GOALS:

Students will learn:

- They can make healthy food choices that fit their lifestyle.
- They can become active in a fun way.
- They can make the seven changes listed in their *Fit Kid Contract* to help them become a Fit Kid.

SUGGESTION ON HOW TO USE THE PROGRAM IN YOUR HEALTH CLASSROOM DURING SCHOOL HOURS OR IN AN AFTER SCHOOL SETTING:

The 60-minute video is divided into 6 sessions. It is suggested that one to two sessions be shown each week and the handouts copied before each session and distributed after viewing the video.



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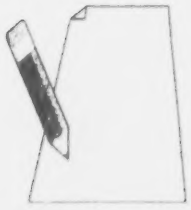
There are extra handouts that may not be discussed in the video, but contain important information. The handouts are self-explanatory. Students should bring a folder or notebook to class to hold the handouts.

There are seven behavior changes in the *Fit Kid Contract* that correspond to the six sessions of the video. The goal of the program is for the students to complete all the seven behavior changes after watching the video and discussing the corresponding handouts. Behavior changes are to be recorded in the *Fit Kid Contract*.

After completing a session, teachers should allow the students one-week to complete the behavior change(s) that correspond to that session. The teacher should initial the behavior change to confirm that is has been completed.

The *Fit Kid Contract* (pages 2 and 3) acts as both a pre- and post-test. Make sure the students fill out page 2 before they begin the program.



Please complete the Teacher's Program Evaluation at the end of the program and return it in the enclosed envelope.

THE TOPICS FOR EACH VIDEO WITH LEARNING GOALS ARE LISTED BELOW:

SESSION 1:

WHAT IS A FIT KID?

Learning Goals: After viewing the video and completing the handouts in session 1, students will be able to:

- Evaluate their diets to determine what food groups they need to increase or decrease to meet the Food Guide Pyramid recommendations.
- Evaluate their calcium intakes per day to determine if they are consuming 1300 milligrams per day.
- Describe why they should follow the Food Guide Pyramid in terms of needing vitamins and minerals, and unseen chemicals in fruits and vegetables.
- Compare the fat and calories in fast food meals to the fat and calories that they need in their diets per day.
- Select lower fat/calorie food choices, or compromise for sensible choices at their favorite fast food restaurants.

Fit Kid Contract Behavior Changes *that correspond to session 1:*

1. The Pyramid Check
2. Fast Foods

In order to accomplish these two behavior changes, students will need to complete handouts 4-8 for The Pyramid Check, and handouts 14-18 for Fast Foods.

Classroom Activities to Tie the Program in With the 9th Grade Ohio Proficiencies:

1. Do the 4-Step Pyramid Check (science 1; mathematics 1, 4, 5, 12, 14, 15;)

Ask the students to complete the handout, *Do the 4-Step Pyramid Check* (4-5). Tabulate the students' results from step 3 of the handout (what food groups they need to increase or decrease). There is a range of minimum to maximum food servings under the listing of each food group. For example, the minimum food serving in the fruit group is 3 and the maximum is 5. The average is 4. Use the average rounded to the nearest whole number. Compile the data in a table. Include in the table the distinction between males and females. Include the individual foods in the Food Guide Pyramid. Note trends. Use the following as an example:

- How many students need to increase their number of servings in the bread, cereal, rice, and pasta group? How many need to increase servings of vegetables? Repeat with the remaining food groups.
- How many students need to decrease fats, oils, or sweets?

Do a follow-up after the program and ask the same questions, then compare before and after program answers.

2. Plate Lunch (science 1; mathematics 5, 14)

Select a day from the cafeteria menu and classify the foods in the plate lunch according to the food groups in the Food Guide Pyramid. What percentage of each of the foods in the 6 food groups would they receive if they ate the school lunch? What nutrients would the foods supply based on the *Why a Pyramid?* handout (9) and *Why Follow the Food Guide Pyramid?* handout (10).

3. Take the Calcium Challenge (science 1; mathematics 12, 14)

Have students complete the *Take the Calcium Challenge* handout (8). Ask students to total their calcium intake over a one week period. Do an average of the total students' calcium intakes for one week. Divide into males and females and create a box graph containing the following information:

- What percentage of the class (divided into male and female) meet the calcium requirements of 1300 milligrams per day?
- How does this compare with the national averages in the workbook (19% of girls meet 1300 milligrams and 35% of boys meet 1300 milligrams)?

Make a key by using different dots to signify different calcium amounts. You might want to use the following calcium amounts: 0-50 mg, 51 – 200 mg, and 201 mg and above. Ask the students to classify the calcium foods they checked on the *Take the Calcium Challenge* handout (8) according to the key.

4. Comparison of Plant Versus Animal (science 14)

Refer to the handouts *How Does a Vegetarian Follow the Food Guide Pyramid?* (12) and *If You Are a Strict Vegetarian, Pay Attention to the Following:* (13). Compare and contrast the characteristics of plants and animals, focusing on the different nutrients each provides. Ask the food service director to work with the health class to modify several lunches to make them vegetarian. Modify the lunches for a lacto-ovo vegetarian, a lacto vegetarian, and a strict vegetarian. Students should be able to substitute foods with the same nutrient value. For example, to supplement the absence of meat or eggs, students could substitute a peanut butter sandwich on whole wheat bread.

5. Basic Life Functions (science 16)

Describe how the human digestive system breaks down carbohydrates, proteins, and fats.

6. Energy Flow (science 7, 13)

Trace the flow of energy from the sun to food. Discuss how our bodies derive energy from the digestion of food. Include the energy derived from carbohydrates, protein, and fat.

7. Hidden Food Compounds (science 19)

After students complete the *Do the 4-Step Pyramid Check* handout (4-5), total the number of students that do and do not meet the minimum servings for the fruit and vegetable food groups. Refer to the handout *What Are Teens Missing the Most in Their Diets?* (7). Describe the relationship between technology and science in terms of why students should eat fruits and vegetables. For example, you may ask the students:

- What do you receive from eating fruits and vegetables that you may not receive from other foods (*compounds)*?
- What diseases might they prevent and how?
- What do fruits and vegetables contain? (Beta carotene, Phytochemicals, Vitamin C, Vitamin E)

Classify the fruits and vegetables that the students ate into providing Beta-Carotene, Phytochemicals, Vitamin C, or Vitamin E. Have the students circle a food on their *What Are Teens Missing the Most in Their Diets?* handout (7) that they will try this week.

8. Fast Foods (mathematics 2, 6, 7)

Refer to the *Do You Eat Food That is Dripping, Oozing, and Toppling Over With Grease?* handout (14). Convert the fat grams for the various foods into teaspoons or tablespoons of fat (1 tablespoon fat = 13 grams; 3 teaspoons = 1 tablespoon). Illustrate the amounts determined by displaying teaspoons or tablespoons of yellow Crisco beside each fast food meal. Compare the fat in the high fat/calorie meal to the lower fat/calorie switch.

9. The Food Supply (science 20)

Describe how a given environment change affects an ecosystem. For example, how is the food supply affected by a hurricane? Select a particular fruit or vegetable that might be affected and determine what other food you might substitute to

receive the same nutrients. Refer to the food handouts *Why a Pyramid?* (9) and *Why Follow the Food Guide Pyramid?* (10).

Practical Learning Experiences at the School Cafeteria:

1. After students complete the *Do the 4-Step Pyramid Check* handout (4-5), ask how they can increase their fruit and vegetable consumption in the school cafeteria at breakfast and/or lunch.

2. After students complete the handout *Take the Calcium Challenge* (8), ask the students to check how they can increase their calcium intake at the school cafeteria. How much calcium, as determined on the *Take the Calcium Challenge* handout (8), could they receive from the foods they checked?

3. Ask the food service director to check off foods on the *Take the Calcium Challenge* handout (8) that are being offered in the cafeteria. Display the *Take the Calcium Challenge* handouts (8) in the cafeteria.

4. Refer to Comparison of Plant versus Animal (4), for an additional practical experience.

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SESSION 2:

SHOP SMART

Learning Goals: After viewing the video and completing the handouts in session 2, students will be able to:

- Look at the Nutrition Facts on a food label and determine the serving size, amount of fat, sodium, fiber, sugar, cholesterol, and the 4 nutrients – calcium, vitamin A, vitamin C, and iron in the food product.
- Select a product with a DV of 20% or more for calcium; select another product with a DV of 5% or less for fat; and a cereal with 6 grams or less of sugar and 7 grams or more of fiber per serving, at the grocery store.
- Name at least one food produced by food biotechnology.

Fit Kid Contract Behavior Change *that corresponds to session 2:*

1. Grocery Shopping

In order to accomplish this behavior change, students will need to complete handouts 19-25.

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Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:

1. Label Logic (mathematics 1, 2, 4, 5)

Do the activity *Label Logic, What Do You Think?* (20-21). Refer to the *Label Logic* handout (19). Work with the food service director to provide ingredient information for one of the plate lunches they serve. Have the students make a Nutrition Facts label for the main menu item. The food service director should have a book that lists the nutrients of the various food items. Be sure to make the Nutrition Facts label for one serving and include the % DV's (Daily Values). Round the numbers to the nearest whole number.

2. Family Recipe (mathematics 1, 2, 5)

Ask students to bring in a favorite family ethnic recipe. Using the book: Jean A.T. Pennington. *Bowes and Church's Food Values of Portions Commonly Used (Sixteenth Edition).* Philadelphia, PA: Lippincott Co., 1994., or any other nutrient analysis book your school's food service director may have, compute the calories, total fat, saturated fat, cholesterol, sodium, total carbohydrate, dietary fiber, sugars, protein, vitamin A, vitamin C, calcium, and iron. Compare to the % DV (Daily Value), which is 2000 calories.

3. Play the Ranking Game (mathematics 2)

Refer to the handout *Play the Ranking Game* (22-23) – rank foods for sodium, fat, and sugar.

4. Interview (science 2; mathematics 13)

Ask students to save their family's grocery/convenience store receipts for one week. Pair students, and from the receipt, have each of them make an assumption about what their classmate eats. Then have each classmate interview one another and compare facts versus assumptions. Students will use inferences from the grocery store receipts to design interview questions and analyze their observations to judge the validity.

5. Food Biotechnology (science 15, 17, 19)

Refer to the handout, *Food Biotechnology* (25). Explain biological diversity in terms of the transmission of genetic characteristics. For further information, research the book: Duyff, Larson. *The American Dietetic Association's Complete Food & Nutrition Guide.* Minneapolis, Minnesota: Chronimed Publishing, 1996, (pages 231-235), **(science 15).**

Explain why food biotechnology has come about. Describe the many ways ideas have changed, using historical contexts in terms of food biotechnology and food safety techniques **(science 17)**.

Describe the relationship between technology and science in terms of food biotechnology **(science 19)**.

Practical Learning Experiences at the School Cafeteria:

1. Work with the food service director on the above Label Logic activity (1).

SESSION 3:

EAT SMART

Learning Goals: After viewing the video and completing the handouts in session 3, students will be able to:

- Select healthful breakfasts, lunches, and snacks on the run.
- Select healthful snacks from vending machines.
- Select snacks to enhance studying.
- Make a reduced-fat pizza and snack.
- Modify a recipe using healthful kitchen ingredients.
- Prepare food to conserve nutrients and promote food safety techniques.

Fit Kid Contract Behavior Change *that corresponds to session 3:*

2. Breakfast, Snacks, and Cooking

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In order to accomplish this behavior change, students will need to complete handouts 26-34.

Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:

1. Vending Machine Choices (science 1; mathematics 1, 2, 5)

Post the *Vending Machine Choices* handout (28) by the vending machines in your school. Ask students to view the snacks in their school's vending machine. Have them classify their snacks into 3 categories – low-fat (3 grams of fat or less per serving), medium-fat (4-7 grams of fat per serving), or higher-fat foods (8 grams of fat per serving). What is the percentage of lower-fat foods? Lead this into a discussion of what the students think is healthful or not so healthful in the vending machines and why? Work with the food service director to make sure there are adequate low to medium fat foods in the vending machines.

2. Ethnic Recipe (mathematics 2, 6, 7; citizenship 2)

Have each student bring in a recipe from their ethnic heritage or tradition. Ask students to write a paragraph on the eating habits of their culture. Collect recipes and assemble into a cookbook that the students can take home and share with their families. Have the food service director choose several recipes to feature each week for a month. Feature information about the culture in the cafeteria and decorate the cafeteria accordingly.

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Refer to the handout *The Chef In You* (30) for ways to reduce the fat/calories in the recipes. Include this information in the cookbook. Select several of the higher fat/calorie recipes and modify according to *The Chef In You* (30) handout to reduce the fat and calories. Compute the fat and calories saved by modifying the recipes.

3. Food Safety (science 3)

Refer to the *Make It Safe!* (33) and *Prevent Food Poisoning Checklist* (34) handouts. Discuss safety precautions when preparing food.

4. Meat Temperatures (science 4; mathematics 6, 8)

Work with the foodservice director to use the cafeteria as a learning lab. Have the foodservice director provide information on the holding temperatures of hot and cold foods. Working in small groups, use a thermometer to check:

- The temperature of the food on the steam table.
- The temperature of the items in the walk-in cooler such as milk, juice, and pudding.
- The temperature of the items on the salad bar.
- The temperature of the milk and food on the prepared tray.
- The temperature of items in the freezer.

5. Weighing in Grams (science 4; mathematics 6)

In the school kitchen, weigh various ingredient items from a recipe. Weigh in grams, ounces, pounds, etc.

6. Chemical/Physical Interactions of Food (science 12)

Describe how food burns or sugar caramelizes.

Practical Learning Experiences at the School Cafeteria:

1. Does your school serve a breakfast? Refer to the handout *Why is Breakfast So Important?* (26). Have students write down what their favorite nutritious breakfast is and why they eat breakfast. Post these around the cafeteria.

2. Post the *Vending Machine Choices* handout (28) by the vending machines in your school. Ask students to match the snacks in their school's vending machine with those on the handout. Does their school's vending machine carry many of these items? Lead this into a discussion of what the students think is healthful or not in the vending machines and why? Work with the food service director to make sure there are adequate healthier food choices in the vending machine.

3. Refer to the handouts *Make it Safe* (33) and *Prevent Food Poisoning Checklist* (34). Ask the food service director to give a fifteen minute presentation on the importance of food safety and what can happen if it is ignored.

4. Ask the food service director to make a reduced-fat/calorie brownie recipe that contains applesauce or non-fat yogurt as a substitute for the oil. Do a Nutrition Facts label for a regular and reduced-fat/calorie brownie recipe. Compare the fat/calories saved. Do a taste test between regular and reduced-fat brownies.

SESSION 4:

SMART MOVES

Learning Goals: After viewing the video and completing the handouts in session 4, students will be able to:

- Describe the importance of exercise in terms of how they personally would benefit.
- Increase their exercise daily by performing three fun and simple things.

Fit Kid Contract Behavior Change *that corresponds to session 4:*

5. Increasing Activity

In order to accomplish this behavior change, students will need to complete handouts 35-39.

Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:

1. Exercise/Fast Food Calories (mathematics 1, 2, 7)

Refer to the handouts *Exercising Away the Calories* (39) and *Do You Eat Food That is Dripping, Oozing, and Toppling Over With Grease?* (14) handout in session 1. Select various fast food meals from handout (14) and determine how many minutes/hours of activities they would need to do to work off the calories, based on handout (39).

Practical Learning Experiences at the School Cafeteria:

1. Refer to the handouts *To Move or Not To Move* (35), *Exercise — Fun* (36), *How Do You Increase Your Activity Each Day* (37) and *17 Ways to Make Money While You Exercise* (38). Have students design their own poster from one of the 4 handouts. Have a contest and display the winning poster in the cafeteria. The prize for winning? A free school lunch, of course!

SESSION 5:

GETTING THE COMPETITIVE EDGE (OPTIONAL SESSION)

Learning Goals: After viewing the video and completing the handouts in session 5, students will be able to:

- Determine the best overall diet for competing in sports in terms of before, during, and after competition or events.
- Select high carbohydrate meals and snacks for competing in sports.
- Evaluate a nutrition book or supplement for quackery and take action if quackery is present.
- Understand the importance of getting nutrients from food versus a pill or powder mix.
- Select appropriate foods for a healthy weight gain.

Fit Kid Contract Behavior Change *that corresponds to session 5:*

5 Increasing Activity

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Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:

1. Quackery (citizenship 16a-e; reading 2a-j, 3a, b, d)

Ask students to refer to the handouts, *Calling All Athletes* (41) and *Quackery – If It Sounds Too Good To Be True – It Just Might Be* (42). Ask students to look through magazines or newspapers to find an advertisement for a new diet book, supplement, or other nutrition product on the market. Evaluate if it is a fact or a fraud? Be sure the students:

- Use more than one source to obtain information. Contact a local hospital and ask for a registered dietitian in the Nutrition Services department or question a salesperson at a health food store.
- Identify the points of agreement and disagreement about sources.
- Evaluate the reliability of the available information using the handout *Quackery ... If It Sounds Too Good To Be True – It Just Might Be* (42).
- Draw conclusions by reading and interpreting data presented in charts and graphs.
- Identify and weigh alternative viewpoints.

2. Take Action (citizenship 17)

Ask students if they know anyone who is taking a supplement. What can they do to take action if the product is causing harm? Refer to the handouts *Calling All Athletes* (41) and *Quackery – If It Sounds Too Good To Be True- It Just Might Be* (42).

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Practical Learning Experiences at the School Cafeteria:

1. Work with the food service director to select high carbohydrate breakfasts and/or lunches for the school menu on a game day. Using pictures from magazines or food models, make posters of high carbohydrate meals and snacks to eat prior to a sports event that students can select from the cafeteria.

SESSION 6:

HOW TO BECOME A FIT KID

Learning Goals: After viewing the video and completing the handouts in session 6, students will be able to:

- Turn negative things they say about themselves or others into positive.
- Understand the negative influence the media has on developing self-esteem.
- Understand the importance of being assertive and practice assertiveness in real life situations.
- State the reasons why dieting is unhealthy.
- Do a behavior check to become a Fit Kid.
- Recognize and help someone with an eating disorder.
- Accomplish various steps to help their families become fit.

Fit Kid Contract Behavior Change *that corresponds to session 6:*

6. Positive Thinking
7. Fit Family Changes

In order to accomplish these behavior changes, students will need to complete handouts 44-46 for Positive Thinking, and handout 55 for Fit Family Changes.

Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies (Writing):

Writing Projects:

Narrative: Explain how you helped your family make changes to become fit. Explain the easiest and most difficult changes your family made. Refer to handout 55 (Fit Family Changes).

Expository: During the *FIT KID CONNECTION* Nutrition Education Program, you learned about several things you can do to become fit. Based on what you learned, explain the steps that you made to become a Fit Kid. Be sure to include the goals you made in your *Fit Kid Contract*.

Descriptive: One of your friends wants to become a Fit Kid. Describe in detail the ***FIT KID CONNECTION*** Nutrition Education Program and why your friend would benefit from being a Fit Kid.

Collect all the above writings and put into a newsletter entitled the *FIT KID CONNECTION*.

Practical Learning Experiences at the School Cafeteria:

1. Post a reminder about doing the *Fit Kid Contract* in the cafeteria line.

2. Enlarge the *Fit Kid Checklist* section of the handout *Okay, Okay. I Won't Diet, But I Want to Become a Fit Kid. What Should I Do?* (49). Post around the cafeteria.

CONCLUSION OF PROGRAM:

1. Collect completed contracts and send in the enclosed envelope to the following address:

Attn: Susan Patton
Ohio Department of Education
NET Program
65 South Front St., Room 610
Columbus, OH 43215-4183

The first 2900 students that turn in their contracts will receive gift certificates from either Bath & Body Works or Sam Goody.

2. Complete the Teacher's Program Evaluation and mail with the contracts in the enclosed envelope.

3. The first 97 teachers to turn in their classes completed contracts will receive incentives. Teachers will be awarded incentives in April of 1999.

LEARNING OUTCOMES FOR THE 9TH GRADE OHIO PROFICIENCIES IN SCIENCE, MATHEMATICS, CITIZENSHIP, READING, AND WRITING THAT CORRELATE WITH THE FIT KID CONNECTION

SCIENCE LEARNING OUTCOMES – 9TH GRADE	FIT KID CONNECTION
1. Devise a classification system for a set of objects or a group or organisms.	Session 1: Do the 4-Step Pyramid Check, Plate Lunch, Take the Calcium Challenge Session 3: Vending Machine Choices
2. Distinguish between observation and inference given a representation of a scientific situation.	Session 2: Interview
3. Identify and apply science safety procedures.	Session 3: Food Safety
4. Demonstrate an understanding of the use of measuring devices and report data in appropriate units.	Session 3: Meat Temperatures, Weighing in Grams
7. Describe the interactions of matter and energy throughout the lithosphere, hydrosphere, and atmosphere.	Session 1: Energy Flow
12. Describe chemical and/or physical interactions of matter.	Session 3: Chemical/Physical Interactions of Food
13. Trace the flow of energy and/or interrelationships of organisms in an ecosystem.	Session 1: Energy Flow
14. Compare and contrast the characteristics of plants and animals.	Session 1: Diet Comparison of Plant versus Animal
15. Explain biological diversity in terms of the transmission of genetic characteristics.	Session 2: Food Biotechnology
16. Describe how organisms accomplish basic life functions at various levels of organization and structure.	Session 1: Basic Life Functions
17. Describe the ways scientific ideas have changed using historical contexts.	Session 2: Food Biotechnology
19. Describe the relationship between technology and science.	Session 1: Hidden Food Compounds Session 2: Food Biotechnology
20. Describe how a given environmental change affects an ecosystem.	Session 1: The Food Supply
MATHEMATICS LEARNING OUTCOMES – 9TH GRADE	**FIT KID CONNECTION**
1. Compute with whole numbers, fractions, and decimals.	Session 1: Do the 4-Step Pyramid Check Session 2: Label Logic, Family Recipe Session 3: Vending Machine Choices Session 4: Exercise/Fast Food Calories

2. Compare, order, and determine equivalence of fractions, decimals, percents, whole numbers, and integers.	Session 1: Fast Foods Session 2: Label Logic, Family Recipe, Play the Ranking Game Session 3: Vending Machine Choices, Ethnic Recipe Session 4: Exercise/Fast Food Calories
4. Round numbers to the nearest thousand, hundred, ten, one, tenth, and hundredth.	Session 1: Do the 4-Step Pyramid Check Session 2: Label Logic
5. Solve problems and make applications involving percentages.	Session 1: Do the 4-Step Pyramid Check, Plate Lunch Session 2: Label Logic, Family Recipe Session 3: Vending Machine Choices
6. Select and compute with appropriate standard or metric unites to measure length, area, volume, angles, weight, capacity, time, temperature, and money.	Session 1: Fast Foods Session 3: Ethnic Recipe, Meat Temperatures, Weighing in Grams
7. Convert, compare, and compute with common units of measure within the same measurement system.	Session 1: Fast Foods Session 2: Ethnic Recipe Session 4: Exercise/Fast Food Calories
8. Read the scale on a measurement device to the nearest mark and make interpolations where appropriate.	Session 3: Meat Temperatures
12. Read, interpret, and use tables, charts, maps, and graphs to identify patterns, note trends, and draw conclusions.	Session 1: Do the 4-Step Pyramid Check, Take the Calcium Challenge
13. Use elementary notions of probability.	Session 2: Interview
14. Compute averages.	Session 1: Do the 4-Step Pyramid Check, Plate Lunch, Take the Calcium Challenge
15. Solve simple number sentences and use formulas.	Session 1: Do the 4-Step Pyramid Check
CITIZENSHIP LEARNING OUTCOMES – 9TH GRADE	**FIT KID CONNECTION**
2. Know that many different people with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today.	Session 3: Ethnic Recipe
16. Demonstrate the ability to use information that enables citizens to make informed choices. a. Use more than one source to obtain information. b. Identify points of agreement and disagreement among sources. c. Evaluate the reliability of available information. d. Draw conclusions by reading and interpreting data presented in charts and graphs. e. Identify and weigh alternative viewpoints.	Session 5: Quackery
17. Identify opportunities for involvement in civic activities.	Session 5: Take Action

READING LEARNING OUTCOMES – 9TH GRADE,	FIT KID CONNECTION
2. Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, by responding to items regarding a. Details (who, what, when, where, how, or problem/solution) b. Stated or implied main ideas. c. Cause-and-effect relationship. d. The difference between statements based on fact and statements based on inference. e. Whether a statement is a fact or an opinion. f. Predictions about whether certain information is likely to be included in material. g. Details that either support or do not support the main idea. h. The author's purpose for writing the selection. i. The best summary for a specific audience. j. The author's attitude toward a topic.	Session 5: Quackery (refer to a popular diet book or sports magazine)
3. Given everyday/functional reading materials, the student will identify, locate, and use information in items regarding a. Directions of two or more steps. b. The selection and use of appropriate reference sources and illustrative materials. d. The use of propaganda.	Session 5: Quackery (refer to a diet book, newspaper article, or sports magazine)
WRITING LEARNING OUTCOMES – 9TH GRADE	**FIT KID CONNECTION**
The student will produce a piece of writing that 1. Conveys a message related to the prompt (topic or description of a situation). 2. Includes supporting ideas or examples. 3. Follows a logical order. 4. Conveys a sense of completeness. 5. Exhibits word choice appropriate to the audience, the purpose, and the subject. 6. Includes clear language. 7. Contains complete sentences and may contain purposeful fragments. 8. Exhibits subject-verb agreement. 9. Contains standard forms of verbs and nouns. 10. Exhibits appropriate punctuation.	Session 6: Writing Projects

11. Exhibits appropriate capitalization 12. Contains correct spelling 13. Is legible	

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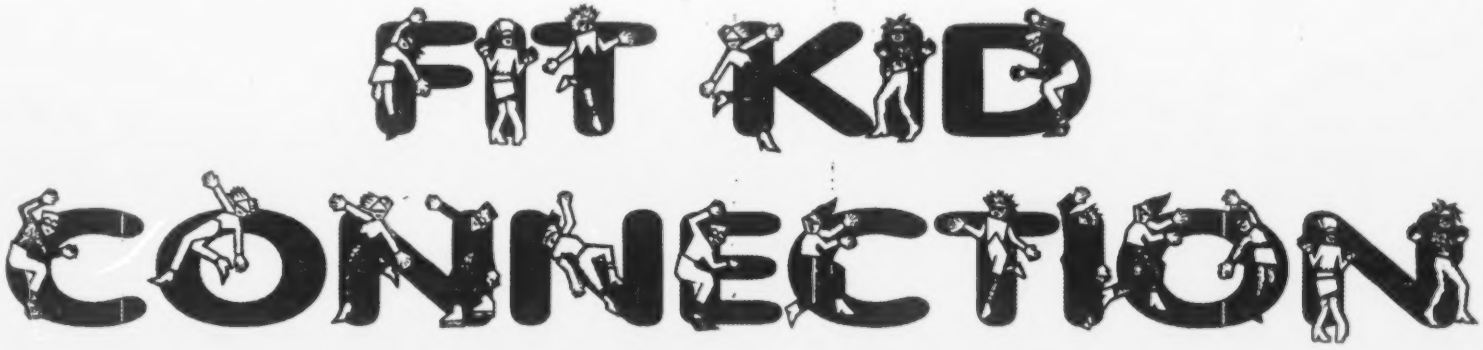

A Nutrition Education Program For 7th And 8th graders

Student's Workbook-Reproducible Handouts

A publication of the Ohio Nutrition Education & Training Program
Ohio Department of Education

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65 South Front Street
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Development

- Susan Patton, MS, RD, LD Ohio NET Program Coordinator – workbook author, video script writer
- Susan Hennis, DTR Ohio NET Program Consultant – workbook and video reviewer, and consultant
- Dirk Hehr – MA, MS Ohio NET Program Consultant – workbook and video reviewer, and consultant

Workbook/Video Advisory Committee

- Judy Airhart Assistant Director Student Development Division Prevention, Health and Family Involvement-Ohio Department of Education
- Joyce Brannan, PhD Prevention and Health Education Consultant – Ohio Department of Education
- Dirk Hehr, MS, MA Ohio NET Program Consultant
- Susan Hennis, DTR Ohio NET Program Consultant
- Sally Joslyn, BSN, MA Columbus Public Schools Health Services
- Becky Kennedy-Koch, MS PANT Coordinator – Ohio Department of Education
- Diane Radigan, MS, RD, LD Associate Director Ohio Hunger Task Force
- Alma Saddam, PhD, RD, LD The Ohio State University Department of Human Nutrition and Food Management, Program Director Master of Science/Dietetic Internship
- Meg Wagner, MS, RD, LD School Health Program Consultant –Ohio Department of Education

Editing

- Dirk Hehr, MS, MA Ohio NET Program Consultant
- Susan Hennis, DTR Ohio NET Program Consultant
- Susan Patton, MS, RD, LD Ohio NET Program Coordinator
- Elena Sanders Layout Artist

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- Davis Discovery Center
- Cara Edwards Physical Education and Health Teacher – Columbus Public Schools
- Teresa A. Featherstone Recreation Supervisor - Barnett Recreation Center
- Heritage Middle School
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SESSION 1: WHAT IS A FIT KID?

Learning Goals:

After viewing the video and completing the handouts in session 1, students will be able to:

- Evaluate their diets to determine what food groups they need to increase or decrease to meet the Food Guide Pyramid recommendations.
- Evaluate their calcium intakes per day to determine if they are eating and drinking 1300 milligrams per day.
- Describe why they should follow the Food Guide Pyramid in terms of needing vitamins and minerals, and unseen chemicals in fruits and vegetables.
- Select lower fat/calorie food choices, or compromise for sensible choices at their favorite fast food restaurants.
- Compare the fat and calories in fast food meals to the fat and calories that students need in their diets per day.

Fit Kid Contract Behavior Changes:

1. The Pyramid Check
2. Fast Foods

Handouts:

1. What Is the Fit Kid Connection?
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3. The Fit Kid Contract of...
4. Do the 4-Step Pyramid Check
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WHAT IS THE FIT KID CONNECTION?

It's all about YOU!

- It's about YOU making healthy choices that fit your lifestyle so you can do the things you want to.
- It's about YOU making sensible food choices. That means enjoying all foods, but not overloading in one area, like eating lots of fast foods, drinking cans and cans of pop, or eating candy... and more candy.
- It's about YOU being adventurous and trying new foods.
- It's about YOU being active and participating instead of watching.
- It's about YOU being the best you can be to accomplish all the goals you've set in your life. And to do that you need to feel the best you can. That means being energized with good food, a good mood, and good physical activity. That's what being a Fit Kid is all about... see the connection?

HOW DO I BECOME A FIT KID?

After watching the 6 sessions of the Fit Kid Connection video and completing the handouts, you are ready to make changes to become a Fit Kid. Record your seven behavior changes in your *Fit Kid Contract.*

After you have completed your Fit Kid Contract, turn it into your health teacher. If you are one of the first 2900 teens to turn in your completed contract, you can receive either a gift certificate from *Bath and Body Works* or *Sam Goody.* Your health teacher will also receive an *incentive* if he/she is one of the first 97 to turn in their class's contracts.

So hurry ... turn in your Fit Kid Contract...

Kids... Please complete this page before starting the Fit Kid Connection Nutrition Education Program

Name _____

School _____ **Health Teacher's Name** _____

Home Address: _____ _____ _____ _____

Street Apt. No. City State Zip

Grade _____ **Age** _____ **Male** ☐ **Female** ☐

1. For one day, check off every time you eat a food from the following food groups:

Bread, Cereal, Rice, and Pasta	☐☐☐☐☐☐☐☐☐☐☐☐
Vegetables	☐☐☐☐☐
Fruits	☐☐☐☐
Milk, Yogurt, and Cheese	☐☐☐
Meat, Poultry, Eggs, Dry Beans, and Nuts	☐☐☐
Fats, Oils, and Sweets	☐☐☐☐☐☐

2. How many days per week do you eat breakfast?

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5-7

3. Which of the following fast food meals would YOU choose?

I would choose:

☐ Grilled chicken sandwich, side salad, or baked potato
☐ Hamburger, fries

Check off what you do at fast food restaurants:

☐ Split fries
☐ Take the skin off breaded/fried chicken or fish
☐ Junior size instead of supersize
☐ Leave off special sauce or mayonnaise
☐ Add a salad with light dressing
☐ Other _____

What meal did you order the last time you ate out? _____

60

4. Do you read the Nutrition Facts label on food packages?

☐ **Yes** ☐ **No** If you read it, what do you look for?

Fat	☐	Calories	☐	Vitamin C	☐	Iron	☐
Fiber	☐	Cholesterol	☐	Vitamin A	☐	Calcium	☐
Sugar	☐	Protein	☐	Serving Size	☐	Sodium	☐

5. What do you exercise for? Circle all that apply to you.

Dance Sports Fun To stay in shape

How many times per week do you exercise?

1 – 2 ☐ 3 – 4 ☐ More than 4 ☐

Do other family members exercise? ☐ **Yes** ☐ **No**

What do they do? _____

6. When you and your friends are together talking, what do you say about yourself and others?

Is it mostly ☐ Negative or ☐ Positive?

7. Circle the snacks your family has around the house:

Vegetables	Pretzels	Bagels	Cookies
Crackers	Potato Chips	Cheese	Ice Cream
Yogurt	Snack Chips	Candy	Pop

8. Does your family eat most meals together?

☐ **Yes** ☐ **No**

9. Does your family eat mostly:

☐ Convenience microwave foods
☐ Fast foods or take-out
☐ Home prepared foods

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The Fit Kid Contract of _____

After watching THE FIT KID CONNECTION Video and completing the handouts, I've decided I can make some changes to be a FIT KID. If you need another sheet of paper to complete your contract, please staple to the contract . Here is what I have done:

1. The Pyramid Check

What are 3 foods you increased or added to your diet and why?

Foods I increased:	Why:
1.	
2.	
3.	

What foods do I choose to give me 1300 mg calcium per day?

_____

_____

_____

2. Fast foods

Check off what you did:

- ☐ Split fries
- ☐ Take the skin off breaded/fried chicken or fish
- ☐ Junior size instead of supersize
- ☐ Leave off special sauce or mayonnaise
- ☐ Add a salad with light dressing
- ☐ Other _____

What meal did you order the last time you ate out? _____

3. Grocery shopping

Go grocery shopping and select:

- A product with a DV of 20% or more for calcium
- A product with a DV of 5% or less for fat
- A cereal with 6 grams or less of sugar per serving and 7 grams of fiber

4. Breakfast, Snacks and Cooking!

I make sure I eat breakfast. These are my 2 favorite breakfasts:

1. _____
2. _____

List 3 snack foods you ate before the program and the healthful snacks you now choose.

Before	After
1.	
2.	
3.	

Prepare a meal or snack using healthful ingredient substitutions. Here is what I made: _____ and this was my substitution: _____

5. Increasing activity

I increased my activity each day by doing fun and simple things. These are 3 things I did:

1. _____
2. _____
3. _____

6. Positive thinking

Listen to the things you say to yourself. Is it negative or positive? If it is negative, take that thought and make it positive.

Negative _____

Change to Positive: _____

7. Fit family changes

These are 3 things I did to help my family make positive lifestyle changes.

1. _____
2. _____
3. _____

Congratulations! Now you are a Fit Kid !

Turn in your **Fit Kid Contract** to your health teacher

Circle what you want to receive

(if you are one of the first 2900 students to turn in their contracts)

- *Bath and Body Works Gift Certificate or*
- *Sam Goody Gift Certificate*

I have completed all the 7 behaviors listed above

_____

Student's signature

_____

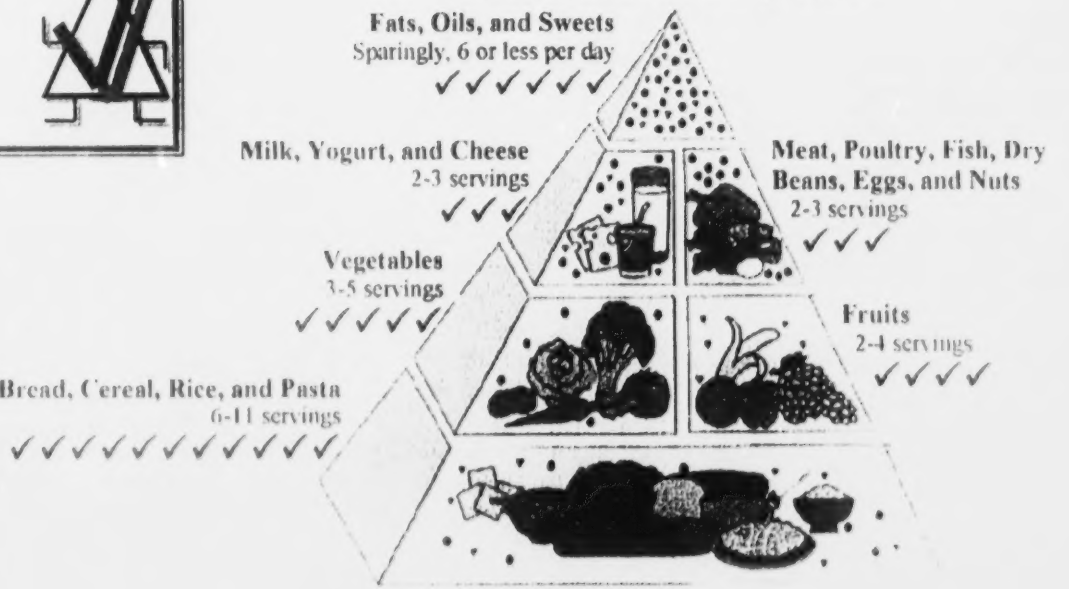
Teacher's signature *Date*

Do the 4-step Pyramid Check

Step 1. Start the Pyramid Check ***tomorrow***. You will be circling foods from the Food Guide Pyramid as you eat them. You will be circling foods at breakfast, lunch, dinner, and snacks. Don't forget about beverages and foods you eat away from home. Do you know what the serving size is? Look on the next page.

Step 2. ***Begin today!*** Circle the ✓ under each food group, every time you eat a serving from that food group. At the end of the day, total the ✓'s under each food group.

The Food Guide Pyramid



• Fats (naturally occurring and added)
▾ Sugar (added) These symbols show that fat and added sugars come mostly from fats, oils, and sweets, but can be part of or added to foods from the other food groups as well
Source: US Department of Agriculture and the US Department of Health and Human Services

Step 3. Analyze your diet. Take a look at the minimum recommended food group amounts listed beside the Food Guide Pyramid and compare that to what you ate. Do you need to increase any of the foods in the different groups?

How many servings do I need to increase or decrease in my diet to get the minimum recommended servings from each group on the Food Guide Pyramid.

Write the number down in the boxes below: *Increase or Decrease*

Bread, Cereal, Rice, and Pasta	☐	☐	☐
Vegetables	☐	☐	☐
Fruits	☐	☐	☐
Milk, Yogurt, And Cheese	☐	☐	☐
Meat, Poultry, Eggs, Dry Beans, and Nuts	☐	☐	☐
Fats, Oils, and Sweets	☐	☐	☐

Step 4. Water is important, but it is not included in the Food Guide Pyramid as a food group. Do you drink **8** 8-ounce glasses of water per day? Circle the ✓ everytime you drink an 8-ounce glass of water.

✓✓✓✓✓✓✓✓

FOODS AND SERVING SIZES OF FOODS IN THE FOOD GUIDE PYRAMID

The Pyramid with the heart in the middle indicates the foods that are:

lower calorie,
lower fat, better for your health selections

MILK, YOGURT, AND CHEESE

2 – 3 servings per day

1 cup chocolate/white milk or yogurt, 1½ ounces cheese, 1½ cups ice cream or frozen yogurt, ½ cup cottage cheese, 10 ounce milkshake

1 cup skim chocolate/white milk or low-fat yogurt, 1½ ounces part-skim mozzarella cheese, ½ cup (fat free) cottage cheese, 1 cup pudding (made with skim milk), 10 ounce milkshake (made with skim milk and low-fat frozen yogurt), 1½ cups fat free ice cream, ice milk, or frozen yogurt

FRUIT

2 – 4 servings per day

1 medium fruit, ½ cup fruit pieces, 1 cup fruit juice, and ¼ cup dried fruit like raisins, apricots, cranberries, and cherries

Select canned fruit packed in water or light syrup, limit dried fruit (it is higher in calories and sugar than fresh fruit). Note: avocado is high in fat (Remember: guacamole sauce is made from avocado)

FATS, OILS, AND SWEETS

Not too much – be sensible

Doughnut, candy, cookie, brownie, cake, croissant, potato chips, and other snack chips, pop, sugar, salad dressings, oil, mayonnaise, sour cream, butter, margarine

Light or fat free salad dressing, fat free or light sour cream, low fat mayonnaise, reduced fat margarine, butter flavored sprays, baked potato chips, fat free cookies, lower -fat baked goods made with fat replacement, lower fat candies like licorice or hard candy. Limit high sugar foods and fruit drinks.

BREAD, CEREAL, RICE, AND PASTA

6 – 11 servings per day

1 slice bread, 1 corn tortilla, ½ cup cooked rice, pasta, or cereal, 1 ounce ready to eat cereal, ½ hamburger bun, roll, bagel, or English muffin, 3-4 plain small crackers, 1 (4 inch) pancake, ½ croissant, 1 small muffin, corn bread square, or granola bar

Choose high fiber, whole grain wheat products. Select cereals with 6 grams or less of sugar and 7 grams or more of fiber per serving. Select fat free or low fat granola bars and muffins. Limit margarine or butter on breads, muffins, or pasta

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS

2 – 3 servings per day

2½ to 3 ounces cooked meat or luncheon meat, poultry, or fish or ¼ cup water packed tuna, ½ cup cooked dried beans, baked beans, peas, lentils, 1 egg, or 2 tablespoons peanut butter

Choose lean meats and poultry with skin removed, ground sirloin or round, baked or broiled fish or poultry, lean or fat free luncheon meats.

VEGETABLE

3 – 5 servings per day

½ cup vegetables, 1 cup leafy vegetables, ½ cup potatoes, 10 French fries, ½ cup scalloped potatoes, or potato salad, ¾ cup vegetable juice

Choose any vegetables, preferably without creamy sauces or butter. Limit the French fries

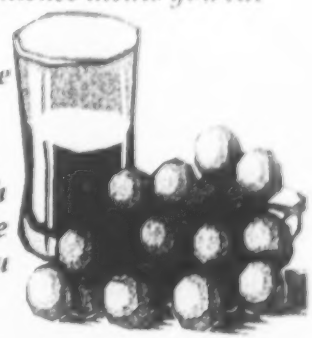
Did you pass the Pyramid Check on Fruits and Vegetables?

Yes ☐ **or** **No** ☐

If you checked **No** then proceed from here to find out *How* to get in your servings of fruits and vegetables per day…

- *Top cereal, pancakes, and waffles with fruit.*
- *Add fruit to your yogurt.*
- *Pack snack packs of canned fruit and/or applesauce in your lunch.*
- *Freeze grapes in ice cube containers for a cool down summer snack.*
- *Heat applesauce in the microwave and top with cinnamon.*
- *Pack small boxes of raisins or small bags of dried fruit for an afternoon snack.*
- *Have grab-and-go fruits on hand to take with you as you dash out the door – bananas, oranges, apples.*
- *Mini carrots and light Ranch dressing are a great afternoon snack.*
- *Add veggies to your sandwiches – lettuce, tomatoes, or green pepper slices, and pile them high!*

- ***Don't forget salads loaded with as many veggies as you can stack on top of one another.***
- ***Include a veggie with each lunch and dinner you eat.***
- ***Top pizza and baked potatoes with broccoli, peppers, mushrooms, and onions for extra flavor.***
- ***Order veggie pizzas.***
- ***Check out bags of frozen stir-fry vegetables in the frozen food section of the grocery store. Make a quick and easy stir-fry.***
- ***Make sure any microwave convenience meals you eat have veggies included.***
- ***Don't forget vegetable juices, like tomato, for an afternoon snack.***
- ***Freeze fruit juice containers overnight and pack in your lunch as you would an ice pack. As the day goes on they'll thaw and you can drink the juice.***



WHAT ARE TEENS MISSING THE MOST IN THEIR DIETS?

FRUITS AND VEGETABLES!

Why are fruits and vegetables so important?

They have **compounds** in them that may help prevent certain types of cancers.

- One of the compounds is the fiber in fruits and vegetables. Fiber causes the food you eat to go through your intestines faster, so cancer causing **agents** are not in contact with your intestines as long.
- The compound may dilute cancer causing **agents.**
- The compound may bind with cancer causing **agents** and help in removing them from your body.

What are these compounds and what do I eat to get them?

They are fruits and vegetables that contain the following:

Beta Carotene – Vitamin A Rich Foods

Apricots
Asparagus
Broccoli
Cantaloupe
Carrots
Green onion
Greens – Kale, Collard
Lettuce (dark green – romaine)
Mango
Oriental cabbage
Papaya
Parsley
Pumpkin
Spinach
Sweet potato
Winter, acorn, or butternut squash

Phytochemicals in These Cruciferous Vegetables

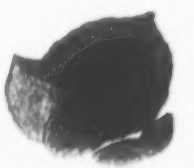
Broccoli
Brussels sprouts
Cabbage
Cauliflower
Chinese cabbage
Bok choy
Kale
Kohlrabi
Mustard greens
Radish
Rutabaga
Turnip
Watercress

Vitamin C Rich Foods

Apricots
Broccoli
Brussels sprouts
Cabbage
Cantaloupe
Cauliflower
Chili peppers
Collards
Grapefruit
Green bell peppers
Honeydew melon
Kohlrabi
Kiwi
Mango
Mustard greens
Orange
Orange juice
Papaya
Pineapple
Plums
Potato with skin
Red bell peppers
Spinach
Strawberries
Tangerine
Tomato
Tomato juice
Watermelon

Vitamin E Rich Foods

Wheat Germ
Whole grain products
Nuts
Seeds
Peanut butter
Green leafy vegetables



What fruits and vegetables are new to you that you would like to try?

Take the calcium challenge

Did you know that teens need 1300 milligrams (mg) of calcium per day?

See if you pass the Pyramid check on calcium. Check off what you eat or drink per day.

Girls	Boys
Ages 12-19	**Ages 12-19**
only 19% eat 1300 mg	***only 35% eat 1300 mg***
Most teenage girls are eating only 1½ servings from the milk group per day.	Most teenage boys are eating only 2 servings from the milk group per day.

- Before you hit your growth spurt **140** to **165** mg of calcium are deposited in your skeleton per day. During your growth spurt **350** mg are deposited per day.
- **40%** of your skeleton is formed during your growth spurt.

YOU will have **stronger bones** if YOU get enough calcium as a teen!

CALCIUM PYRAMID

(Milligrams (mg) of calcium)

Fats, Oils, Sweets

10 oz chocolate milkshake **374**
1 cup low-fat fruit yogurt **343**
1 oz mozzarella **311**
1 cup skim milk **302**
1 cup whole milk **291**
1 cup low-fat chocolate milk **287**
½ cup soft serve ice cream **118**
½ cup ice cream **88**
½ cup cottage cheese **78**

Milk, Yogurt, Cheese

1 cup milk **300**
1 cup yogurt **415**
1 oz Swiss cheese **272**
1 oz cheddar cheese **204**

Meat, Poultry, Fish, Eggs, Beans, Nuts

1 cup tofu **130**
1 3 cup almonds **120**
1 oz sunflower seeds **34**
1 cup baked beans **82**
1 cup cooked dried beans **121**

Vegetables

½ cup rutabaga **36**
½ cup bok choy **37**
½ cup cooked kale **90**
½ cup cooked broccoli **47**
½ cup cooked okra **82**
½ cup cooked mustard greens **52**

Fruits

1 orange **52**
1 kiwi **20**
1 serving of pineapple **35**
1 cup raisins **71**
5 dried figs **135**

Bread, Cereal, Rice, and Pasta

1 slice whole wheat bread **32**
2 pancakes **36**
1 cup cereal + 1 cup milk **350**
1 enriched English muffin **96**
1 hamburger bun **54**
1 corn tortilla (6" diameter) **42**

Fast Foods Also Count:	
12 oz Café Latte	412
12 oz Café Mocha	337
12 oz Cappuccino	262
Baked Potato with cheese	350
Cheese pizza (2 large slices)	220
Cheeseburger	111
1 cup frozen yogurt	212

What calcium-fortified foods can you find at the grocery store? Check out:

☐ Juice ☐ Milk ☐ Cottage Cheese
☐ Bread ☐ Cereal

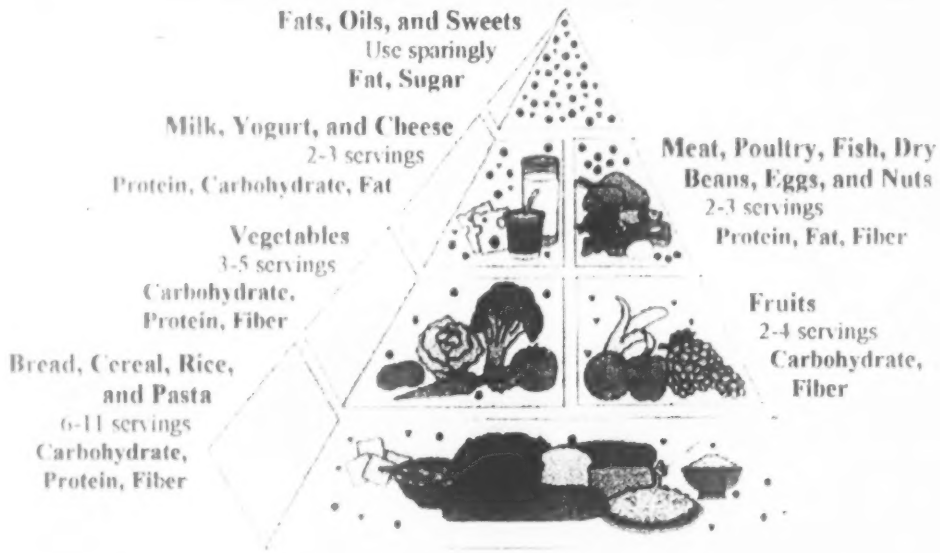
What is the easiest way to meet the Pyramid Check on Calcium? Include 4 servings from the Milk, Yogurt, and Cheese Group.

Did you know the calcium in: 1 cup milk = **6** cups broccoli = **2** ½ cups beans = **6** oranges = **20** pancakes

Why a Pyramid?

It's set up like a pyramid because you want to include the majority of your foods from the **bottom 3 rows** and limit the foods on the **top row**.

All the foods work together to provide **YOU** with all the nutrients that your body needs.



● Fats (naturally occurring and added)
▾ Sugar (added) These symbols show that fat and added sugars come mostly from fats, oils, and sweets, but can be part of or added to foods from the other food groups as well.

Source: US Department of Agriculture and the US Department of Health and Human Services

Did you know?

Your body can **not** make vitamins and minerals so **YOU <u>need</u>** to get them from food.

Teenage boys need about **93** grams of fat per day.

Teenage girls need about **73** grams of fat per day.

THE FOODS IN THE PYRAMID ARE MADE UP OF:

- **Complex Carbohydrate** – provides you with energy, feeds your brain, and delivers fiber for your GI tract (gastrointestinal tract)
- **Protein** – is a part of all the cells of your body. It helps to fight infections.
- **Fat** – is needed to make hormones and to store the fat soluble vitamins
- **Fiber** – makes your food go through your intestine faster to help eliminate harmful agents

Did you know that most teens don't get enough Vitamin A, Vitamin E, Iron, Calcium, Zinc, and Magnesium per day?

Why Follow the Food Guide Pyramid?

"So what if I don't get the minimum number of servings?"

YOU might not get the vitamins and minerals you need and here's what can happen:

Calcium – **YOU** may not reach your maximum height potential, and you can develop holes in your bones when you get older (called osteoporosis). Calcium is needed for strong bones and teeth. It's also needed so muscles like your heart can contract and relax normally, so your blood will clot if you cut yourself, and to help your nerves function.

Iron – **YOU** will probably feel tired and weak, and who can participate in sports when you feel that bad? Iron is needed to build healthy red blood cells so they can carry oxygen.

Vitamin C – **YOUR** wounds might not heal fast, and you may not have healthy bones, teeth, and skin.

Vitamin E – **YOU** need this vitamin for your nervous system. It also acts as an *antioxidant* to reduce the risk of developing heart disease and cancer when you get older.

Vitamin D – **YOU** won't have strong bones and teeth, because Vitamin D works with calcium. You may also not grow normally, have bowed legs, soft bones and experience muscle spasms.

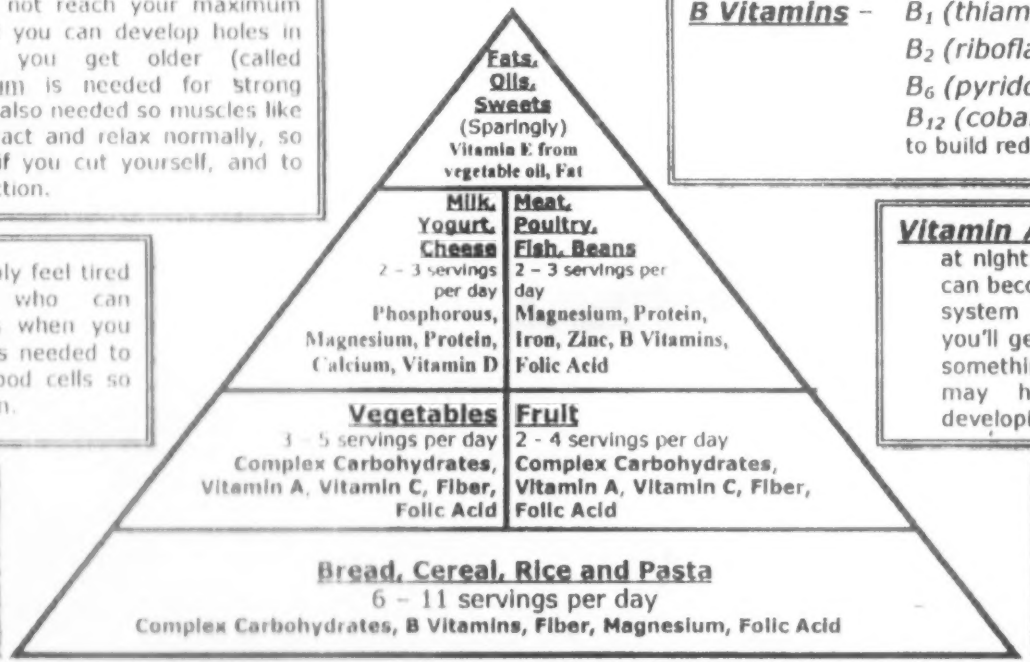
Magnesium – **YOU** could experience nausea, weak muscles, confusion, and nerve damage.

Folic Acid **YOU** may become anemic because your blood cells can't carry as much oxygen and your cells won't divide properly, because folic acid is needed to produce DNA and RNA.

B Vitamins – *B_1 (thiamin)*, *B_2 (riboflavin)*, *B_6 (pyridoxine)*, *B_{12} (cobalamine)* – this one also helps to build red blood cells. **YOU** need these to convert the food you eat into energy.

Vitamin A – **YOU** may not see as well at night and your skin, hair, and nails can become dull and dry. Your immune system may not function properly so you'll get sick a lot. Vitamin A acts as something called an *antioxidant* which may help reduce your risk for developing certain cancers.

Zinc – **YOU** won't have the greatest skin and you might get sick more often. You need zinc to grow and for your skin to heal.


Fats, Oils, Sweets
(Sparingly)
Vitamin E from vegetable oil, Fat
Milk, Yogurt, Cheese
2 – 3 servings per day
Phosphorous, Magnesium, Protein, Calcium, Vitamin D
Meat, Poultry, Fish, Beans
2 – 3 servings per day
Magnesium, Protein, Iron, Zinc, B Vitamins, Folic Acid
Vegetables
3 – 5 servings per day
Complex Carbohydrates, Vitamin A, Vitamin C, Fiber, Folic Acid
Fruit
2 - 4 servings per day
Complex Carbohydrates, Vitamin A, Vitamin C, Fiber, Folic Acid
Bread, Cereal, Rice and Pasta
6 – 11 servings per day
Complex Carbohydrates, B Vitamins, Fiber, Magnesium, Folic Acid

In summary, WHAT DO I NEED PER DAY?

Fat Cholesterol PROTEIN

Calcium Snacks Vitamins Water

Breakfast Sodium

Calories Minerals

Here's a daily guideline to help you sort all this out. Remember – it's what counts in your diet over time, not just in *1* day. Everybody is unique in what they need. Here is a guideline:

		TEEN BOYS	TEEN GIRLS
1	*Calories*	2800 (more if you are exercising)	2200 (more if you are exercising)
2	*Fat*	93 grams (more if you are exercising)	73 grams (more if you are exercising)
3	*Water*	At least 8 8-ounce glasses (more if you are exercising)	At least 8 8-ounce glasses (more if you are exercising)
4	*Meals and snacks*	B, L, D – don't skip Healthful Snacking is good – try to get in 3 snacks a day	B, L, D – don't skip Healthful Snacking is good – try to get in 3 snacks a day
5	*Fiber*	25-30 grams	25-30 grams
6	*Vitamins, minerals, protein*	Do the Pyramid Check and you will get what you need	Do the Pyramid Check and you will get what you need
7	*Sodium*	Less than 3000 mg	Less than 3000 mg
8	*Cholesterol*	Less than 300 mg	Less than 300 mg
9	*Calcium*	1300 mg	1300 mg

"How does a vegetarian follow the Food Guide Pyramid?"

*If you **are** a vegetarian, or **thinking** about becoming a vegetarian, there are a lot of things for you to think about as you plan your meals. Typically, you won't be eating a lot of meat, poultry or fish, so you need to get your protein from plant sources.*

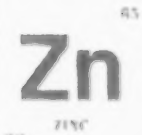
Nutrients your diet may be lacking	Type of vegetarian	Milk/ Dairy Products	Eggs	Meat, Poultry, Fish	Dry Nuts, Beans, Peas, Seeds, Peanut butter	Whole Grains – Bread, Cereal, Rice, Pasta	Vege-tables	Fruits	Fats, Oils, Sweets
Should be Okay	***Semi-Vegetarian***	Included	Included	Occasionally included	Included	Included	Included	Included	Included
Should be Okay	***Lacto-Ovo Vegetarian***	Included	Included	Excluded	Included	Included	Included	Included	Included
Should be Okay	***Lacto Vegetarian***	Included	Excluded	Excluded	Included	Included	Included	Included	Included
You may not get enough calories or protein, Vitamin B_{12}, Vitamin D, Calcium, Iron, or Zinc	***Strict Vegetarian***	Excluded	Excluded	Excluded	Included	Included	Included	Included	Included

IF YOU ARE A LACTO-OVO, LACTO, STRICT, OR SEMI-VEGETARIAN, HERE ARE SOME MEAT ALTERNATIVES MADE FROM SOYBEANS:

Soybeans – higher in protein and calcium than other beans, that is why they are included in a vegetarian diet
Soy flour – made from soybeans
Soy milk and cheese – made from soybeans
Textured soy protein (TSP) – dry soy granules
Soy sauce – condiment
Miso – fermented soybean paste
Tempeh – fermented soybean cakes
Tofu – soybean curd

CONTACT A REGISTERED DIETITIAN AT A LOCAL HOSPITAL TO ANSWER ANY QUESTIONS YOU MAY HAVE, OR TO HELP YOU PLAN YOUR DIET.

If you are a strict vegetarian, pay attention to the following:

	Protein	Vitamin B_{12} Cobalamine	Vitamin D	Calcium	Iron	Zinc
What does it do?	Part of every cell in your body	Makes red blood cells and helps your body use fats and amino acids (amino acids hook together to make protein) .	Helps your body absorb calcium and phosphorous to make your bones and teeth	Makes bones and teeth, makes your muscles contract (including your heart), makes your blood clot, and helps your nerves function	Makes red blood cells that can carry oxygen	Provides you with energy in repairing your tissues and in making enzymes
Non-animal food sources	Legumes (lentils, beans, peas), peanut and cashew butter, vegetables, seeds and seed spreads, (tahini and sesame), soy products	Fortified cereals, vegetarian burger patties, and soy milk products	Some products may be fortified with vitamin D, like soy beverages or cereals. Sunlight helps your body make vitamin D.	Tofu (processed with calcium), fortified soy beverages, broccoli, sunflower seeds, greens (kale, collard, mustard greens), okra, rutabaga, bok choy, dried figs, tortillas (made with corn processed with lime) fortified breads, cereals, and orange juice	Legumes, tofu, seeds, whole grain products, prune juice, black strap molasses, fortified products	Whole grain products (from the germ) wheat germ, black eyed peas, soy bean paste (miso), tofu, seeds, and nuts
Recommendations	Eat a variety of the above foods to get quality protein in your diet. Remember that nuts and seed spreads can be high in fat and calories	• Select a supplement with 100% RDA for cyanocobalamine as the B_{12} source. • Seaweed, algae, spiralina and fermented plants like tempeh and miso are not good vitamin B_{12} sources. • Yeast does not supply a good amount of vitamin B_{12} unless it is nutritional yeast or grown in a medium enriched with vitamin B_{12}	If you don't think you're getting enough vitamin D from food, ask your doctor about taking a supplement. Don't take more than 100% RDA (Recommended Dietary Allowance, which is listed on the back of a supplement label) for vitamin D.	Watch out for foods that contain oxalates that bind with calcium – like beet greens, rhubarb, Swiss chard, spinach, amaranth (grain).	Make sure you combine a good vitamin C source with each meal (look on page 7). Vitamin C helps the iron called non heme iron in plant sources to be absorbed. The oxalic acid in chocolate, tannins, and tea, and the polyphenols in coffee, hinder the absorption of non heme iron. Eat or drink these foods between meals, not with your meals	If you take a supplement, don't take more than 100% RDA for zinc 

DO YOU EAT FOOD THAT IS DRIPPING, OOZING, AND TOPPLING OVER WITH GREASE? ☐ YES ☐ NO

If you answered **YES** make the switch!

1 tablespoon fat = 13 grams. There are 3 teaspoons in 1 tablespoon.

FOOD	CALORIES	FAT GRAMS	THE SWITCH TO	FOOD	CALORIES	FAT GRAMS	YOU SAVE
Double cheeseburger	**640**	**39**	*1 meat patty 1slice cheese*	**Cheeseburger**	**320**	**14**	**320 calories 25 fat grams**
Taco salad	850	52	*give up the fatty nachos*	**2 tacos**	340	20	510 calories 32 fat grams
Breaded chicken sandwich	510	30	*no breading*	**Grilled chicken**	260	4	250 calories 26 fat grams
Supersize *French* **fries**	540	26	*smaller size*	**Small French fries**	210	4	330 calories 22 fat grams
Small personal size pizza	583	22	*veggies instead of pepperoni*	**2 slices veggie pizza (5 X 6")**	444	14	139 calories 8 fat grams
6-piece chicken nuggets	300	18	*no breading*	**Grilled chicken salad**	160	6	140 calories 12 fat grams
Breakfast biscuit - egg, sausage, and cheese	520	35	*burrito instead of a biscuit, leave off the sausage*	**Breakfast burrito**	260	14	260 calories 21 fat grams
Danish pastry	410	22	*less fat, more fiber*	**Fat free or low-fat bran muffin**	170	0	240 calories 22 fat grams
Apple pie	260	13	*more calcium, less fat*	**Vanilla low-fat yogurt**	120	1	140 calories 12 fat grams

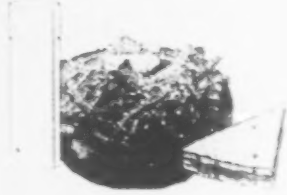
Guess what the number one fast food meal is?

Double burger with cheese and sauce	30 grams of fat
Supersize French fries	26 grams of fat
Apple pie	13 grams of fat
Diet coke	0 grams of fat

Total: 69 grams of fat or 16 teaspoons of fat and 966 calories

Try this instead...

Hamburger	10 grams of fat
Side salad	1 gram of fat
Low-fat milk or water	1 gram of fat
Vanilla yogurt cone	0 grams of fat



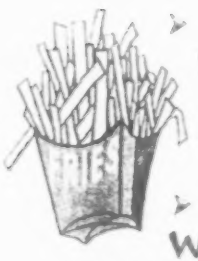
Total: 12 grams of fat or 3 teaspoons of fat and 460 calories

You save more than 1/2 the calories and 5 1/2 times the fat!

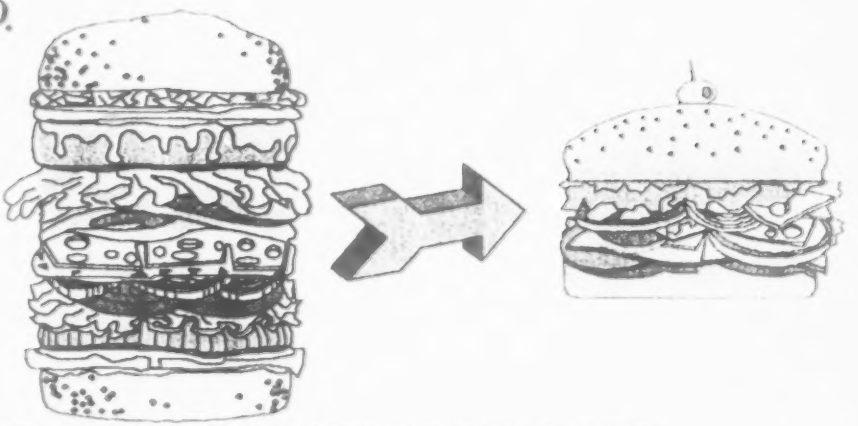
Make the switch!!!

Fight the fast food fat!

Circle what you will do.



- DOWNSIZE INSTEAD OF SUPERSIZE
- JUNIOR SIZE IT
- SPLIT FRENCH FRIES WITH A FRIEND OR FAMILY MEMBER



- TAKE THE SKIN OFF BREADED AND FRIED CHICKEN SANDWICHES
- FILL UP ON A SIDE SALAD WITH ½ PACKET OF LIGHT SALAD DRESSING

- USE KETCHUP, HONEY MUSTARD, HOT MUSTARD, SALSA, BBQ SAUCE, TACO SAUCE, OR SWEET-AND-SOUR SAUCE IN PLACE OF MAYONNAISE, TARTAR SAUCE, GUACAMOLE, OR OTHER CREAMY SAUCES

88

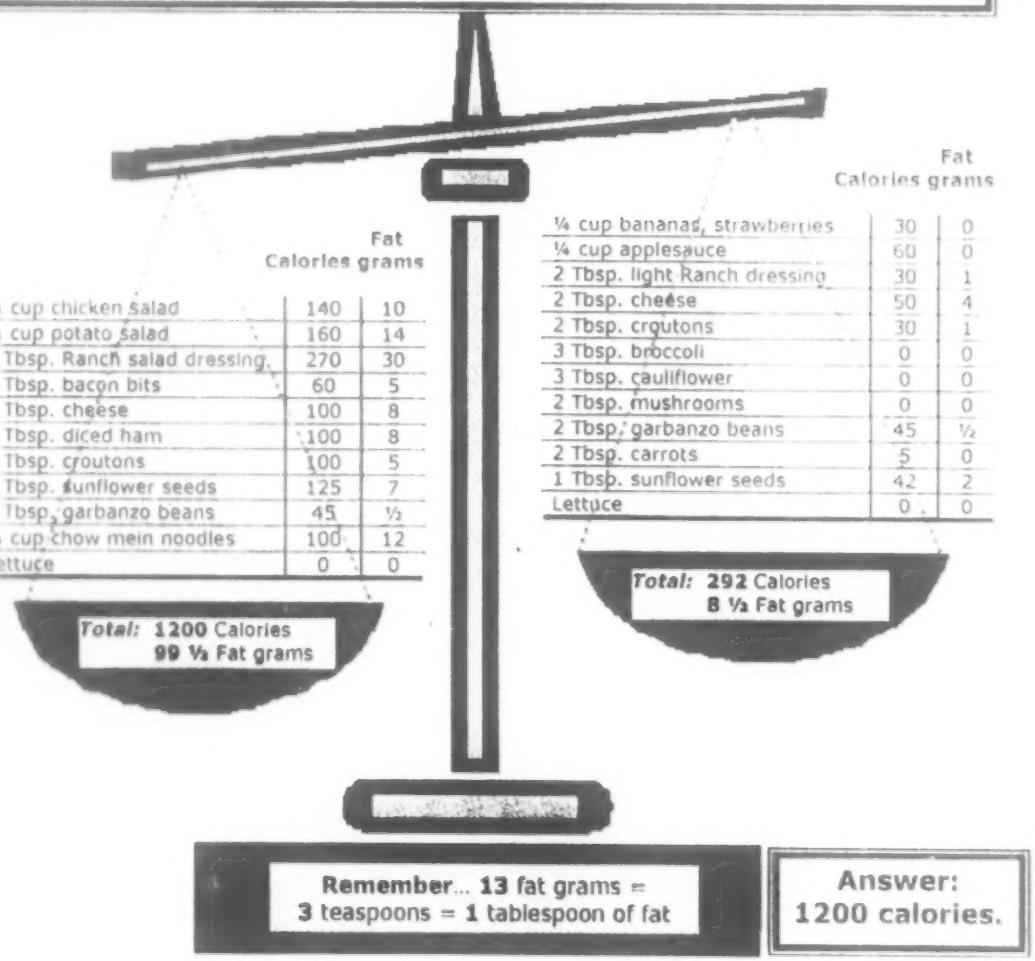
89

Try balancing your sandwich with a salad, but watch what you put on your plate – a salad can tip the balance if you overload!

Tipping the calories of a salad bar in your favor:

- Go easy on salad dressing. Just 2 Tbsp. of regular Italian dressing = **150** calories and **16** grams of fat
- Load up on vegetables, beans, plus fruit and include other items in smaller portions like meat, cheese, salad dressing and side salads (chicken, potato, pasta)

Guess what the calories are in an average salad from a salad bar?



	Calories	Fat grams
¼ cup chicken salad	140	10
¼ cup potato salad	160	14
4 Tbsp. Ranch salad dressing	270	30
3 Tbsp. bacon bits	60	5
4 Tbsp. cheese	100	8
4 Tbsp. diced ham	100	8
6 Tbsp. croutons	100	5
3 Tbsp. sunflower seeds	125	7
2 Tbsp. garbanzo beans	45	½
¼ cup chow mein noodles	100	12
Lettuce	0	0

Total: **1200** Calories
99 ½ Fat grams

	Calories	Fat grams
¼ cup bananas, strawberries	30	0
¼ cup applesauce	60	0
2 Tbsp. light Ranch dressing	30	1
2 Tbsp. cheese	50	4
2 Tbsp. croutons	30	1
3 Tbsp. broccoli	0	0
3 Tbsp. cauliflower	0	0
2 Tbsp. mushrooms	0	0
2 Tbsp. garbanzo beans	45	½
2 Tbsp. carrots	5	0
1 Tbsp. sunflower seeds	42	2
Lettuce	0	0

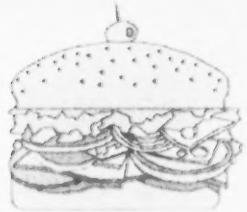
Total: **292** Calories
8 ½ Fat grams

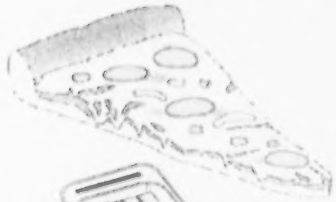
Remember... 13 fat grams =
3 teaspoons = **1** tablespoon of fat

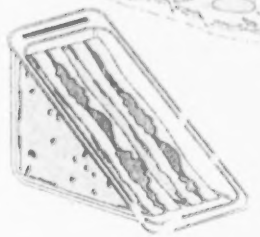
Answer:
1200 calories.

BEST BITES

- Garden salad with fat free or light dressing
- Grilled chicken sandwich
- Bean burrito
- Baked potato with sour cream and chives or 2 tablespoons light creamy Ranch dressing
- Veggie pizza (limit the extra cheese, pepperoni, and stuffed crusts)
- Chili topped with broken crackers
- Lean sub loaded with vegetables
- Fajita with veggies and rice
- Low-fat milkshake or sundae made with yogurt and topped with fruit sauce
- Low-fat muffin or a breakfast sandwich on an English muffin instead of a biscuit or a croissant; skip the bacon or sausage







SESSION 2: SHOP SMART

LEARNING GOALS:

After viewing the video and completing the handouts in session 2, students will be able to:

- Look at the Nutrition Facts on a food label and determine the serving size, and the amount of fat, sodium, fiber, sugar, cholesterol, and the 4 nutrients – calcium, vitamin A, vitamin C, and iron in the food product.
- Select a product with a DV of 20% or more for calcium; select another product with a DV of 5% or less fat, and a cereal with 6 grams or less of sugar per serving at the grocery store.
- Name at least one food produced by food biotechnology.

Fit Kid Contract Behavior Change:

3. Grocery Shopping

HANDOUTS:

19. Label Logic
20. Label Logic –What Do You Think?
21. Label Logic Answers – What Do You Think?
22. Play the Ranking Game
23. Were You Surprised At Anything?
24. I'm Confused At the Grocery Store
25. Food Biotechnology

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Fit Kid Contract Behavior Change:

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25. Food Biotechnology

Label Reading

Nutrition Facts

Serving Size 1 cup (228 g)
Servings per Container 2

Amount Per Serving

Calories 90 Calories from Fat 30

	% Daily Value*
Total Fat 3g	5%
Saturated Fat 0g	0%
Cholesterol 0 mg	0%
Sodium 300 mg	13%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	

Vitamin A 80% • Vitamin C 60%
Calcium 4% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram
Fat 9 • Carbohydrate 4 • Protein 4

Serving Size
Check out the serving size. Do you follow the amount? Think back to the last time you had ice cream. Was it ½ cup? OR NOT?

% Daily Value (% DV)
Tells you how a specific nutrient fits into a 2,000-calorie a day diet. (But remember you're eating more than that per day.)

Total Fat
Check out the fat. Fat is the stuff that is linked to heart disease, obesity, and cancer. Anything with 5% DV or less is considered low-fat. Saturated fat is a type of fat and is the part of fat that clogs arteries and leads to heart disease.

Cholesterol
Try to stay below 300 milligrams (mg) per day. Cholesterol is found in animal products – egg yolk, milk, cheese, meat, poultry, and fish. It's lower in low-fat or fat free dairy products.

Sodium
It is recommended to stay below 2,400 mg to 3,000 mg per day. One teaspoon of salt contains 2300 mg. Foods low in sodium contain no more than 5% DV per serving.

Dietary Fiber
Can you get in at least 25 grams (g) per day? How much do you get? **LABEL READ!** Fiber is found in fruits, vegetables, nuts, beans, and whole grain products. Fiber helps move the food through your intestines faster to help eliminate harmful agents.

Sugar
Four grams (g) of sugar equals 1 teaspoon of sugar.

Vitamin A, Vitamin C, Iron
These are some of the important vitamins and minerals. Vitamin A and iron are often low in teenagers' diets. Look for foods that contain 10% or more of any of these nutrients. Foods considered high in a nutrient contain 20% or more DV.

Calcium
Pay special attention to calcium. A product that contains 20% or more is a good source of calcium. Shoot for 130% per day.

Reduced-Fat the product contains ¼ or 25% less fat than the original food
Low-Fat the product contains 3 grams or less per serving
Light the product contains ½ the fat or ⅓ the calories of the original food
Enriched nutrients that were lost in the processing are added back, like B vitamins to white flour
Fortified nutrients are added that were not present originally, such as vitamins A and D to milk, or folic acid to breads.

LABEL LOGIC

What do you think?

Pre-packaged lunch: crackers, ham, cheese, fruit punch, small Snickers

1

Nutrition Facts

Serving Size 1 package
Servings per Container 1

Amount Per Serving

Calories 440 Calories from Fat 160

	% Daily Value*
Total Fat 18g	28%
Saturated Fat 9g	45%
Cholesterol 55 mg	18%
Sodium 1310 mg	55%
Total Carbohydrate 54g	18%
Dietary Fiber 1g	4%
Sugars 38g	
Protein 16g	

Vitamin A 6% • Vitamin C 0%
Calcium 20% • Iron 8%

2% American cheese slices

2

Nutrition Facts

Serving Size 1 slice (21g)
Servings per Container 16

Amount Per Serving

Calories 50 Calories from Fat 30

	% Daily Value*
Total Fat 3g	5%
Saturated Fat 2g	10%
Cholesterol 10 mg	3%
Sodium 300 mg	13%
Total Carbohydrate 2g	1%
Dietary Fiber 0g	0%
Sugars 1g	
Protein 4g	

Vitamin A 6% • Vitamin C 0%
Calcium 10% • Iron 0%

Oreo cookies

3

Nutrition Facts

Serving Size 3 (33g)
Servings per Container 17

Amount Per Serving

Calories 160 Calories from Fat 60

	% Daily Value*
Total Fat 7g	11%
Saturated Fat 1.5g	7%
Cholesterol 0 mg	0%
Sodium 220 mg	9%
Total Carbohydrate 23g	8%
Dietary Fiber 1g	4%
Sugars 13g	
Protein 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 8%

1. Which product contains the most calcium? _____

   How many servings would YOU need to get **130%**? (That's what **YOU** need per day.) _____

2. Which product is highest in fat? _____

   What are your recommended fat grams per day? _____
   How does this product fit into that? _____

3. Which product is highest in cholesterol? _____

   What ingredients could contribute to the cholesterol level? _____

LABEL LOGIC Answers

What do you think?

Pre-packaged lunch: crackers, ham, cheese, fruit punch, small Snickers

1

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Serving Size 1 package
Servings per Container 1

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Protein 16g	

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Serving Size 1 slice (21g)
Servings per Container 16

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Oreo cookies

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Total Carbohydrate 23g	8%
Dietary Fiber 1g	4%
Sugars 13g	
Protein 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 8%

1. Which product contains the most calcium? **Label # 1, pre-packaged lunch**

   How many servings would YOU need to get 130%? (That's what you need per day.) **6 ½ servings**

2. Which product is highest in fat? **Label # 1, pre-packaged lunch**

   What are your recommended fat grams per day? **73 to 93 grams**

   How does this product fit into that? **about ¼ to 1/5 of what I need**

3. Which product is highest in cholesterol? **Label # 1, pre-packaged lunch**

   What ingredients could contribute to the cholesterol level? **cheese, meat**

Play the ranking game

Rank these foods in the order of highest (7) to lowest (1) for these different nutrients.

Sugar

Rank from highest (7) to lowest (1)

- 8 ounces low-fat yogurt ☐
- 2 fat free cookies ☐
- 1 stick chewing gum ☐
- 1 1/4 cup Cheerios ☐
- 1 candy bar (2 ounces) ☐
- 1 can of pop (12 ounces) ☐
- 2 tablespoons ketchup ☐

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Fat

Rank from highest (7) to lowest (1)

- 1 reduced-fat personal pizza ☐
- 1 small glazed doughnut ☐
- 1 vending machine bag potato chips ☐
- 1 hot dog ☐
- 2 tablespoons Ranch salad dressing ☐
- 1/2 cup ice cream ☐
- 1 fast food chicken sandwich ☐

Sodium

Rank from highest (7) to lowest (1)

- 1/2 cup canned corn ☐
- 1 can soup ☐
- 1 slice bologna ☐
- 1/2 cup frozen corn ☐
- 12 pretzel twists ☐
- 1/5 of a pepperoni pizza ☐
- 1 can reduced-sodium soup ☐

105

"Were you surprised at anything?
Here's what we were surprised at:"

- "All the sugar in 1 can of pop – 9½ teaspoons! I know I'm switching to water."
- "Fat free cookies still have a lot of calories and sugar."
- "The fat in reduced-fat pizza! It's still so high!"
- "I don't eat just ½ cup of ice cream – so I have to **triple** the fat amount (21 grams in 1½ cups)."

Play the ranking game answers

Rank these foods in the order of highest (7) to lowest (1) for these different nutrients.

Sugar		Fat		Sodium	
8 oz low fat yogurt 8 ¾ teaspoons (35 grams)	6	1 reduced-fat personal pizza 22 grams	7	½ cup canned corn 380 milligrams	3
2 fat free cookies 3 ½ teaspoons (14 grams)	4	1 glazed doughnut 14 grams	4	1 can regular sodium vegetable soup 2760 milligrams	7
1 stick chewing gum ½ teaspoons (2 grams)	2	1 bag potato chips 10 grams	2	1 slice bologna 290 milligrams	2
1 ¼ cup Cheerios ¼ teaspoon (1 gram)	1	1 hot dog 12 grams	3	½ cup frozen corn 8 milligrams	1
1 candy bar (2 oz) 4 ½ teaspoons (18 grams)	5	2 tablespoons Ranch dressing 16 grams	5	12 pretzel twists 400 milligrams	4
1 can of pop (12 oz) 9 ¼ teaspoons (37 grams)	7	½ cup ice cream 7 grams	1	⅕ of a pepperoni pizza 740 milligrams	5
2 tablespoons ketchup 1 ¼ teaspoon (5 grams)	3	1 fast food chicken sandwich 18 grams	6	1 can reduced sodium vegetable soup 1440 milligrams	6

- "Even reduced-sodium soup can be high in sodium because the regular product is high – **mega** sodium!"
- "Frozen vegetables are **much** lower in sodium than canned."
- "The chicken sandwich was really high in fat. I thought chicken was a really lean choice. I didn't realize it was breaded and fried. I guess if it would have said **grilled chicken,** it would have been lean."

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"I'm confused at the grocery store. What about..."

Serving sizes? If I go over the ½ cup serving size for ice cream (like 3 cups!) can I switch to fat free ice cream and triple my serving size?

It's probably better to limit your serving size so you start to develop wise eating habits as a teenager. When you get older, your metabolism slows down and you won't be able to eat the amounts you did as a teenager. So, if you develop those healthy habits now, you will be a healthy adult. The fat free ice cream, especially chocolate, tastes good, but still try to follow the serving size on the label.

Pop? If it's sugar-free and caffeine-free, its got to be okay, right?

Pop contains what are called empty calories. They don't provide nutrients, usually just sugar and calories. Even though the pop container says diet and doesn't contain calories or fat, you are not fueling your body with the vitamins and minerals it needs, like what a glass of milk or fruit juice would provide.

Do I have to eat fat free products if I don't like the way they taste?

No, only eat the fat free products if you like the taste. Some of them are really good. Even the light and reduced-fat products taste good. But, you should like what you eat. Just remember – be sensible and follow the serving size!

So... if it's fat free can I eat as much as I want?

Look at the label of fat free cookies and a regular cookie the next time you are at the grocery store. Are the calories per cookie about the same? You'll find that they probably are. So, just because it's fat free, doesn't mean it's calorie free. Sometimes manufacturers add extra sugar to replace the fat.

"What do I watch in my diet? Is it the sodium, sugar, fat, or all 3? Help!"

- Just be sensible about how much you eat. That means, enjoy all foods, but don't overdo it in one area – like eating a lot of cookies, even if they are fat free.
- If something is really high in fat/calories or sodium, balance it with something else that is low in fat/calories or sodium. For example, look at the fast food tips – if you have a really fatty burger, add a side salad that's lower in fat rather than a super size order of French fries!
- **Label read**! Remember that products with a 5% DV for fat and sodium are considered low-fat and low-sodium choices.
- If something is high in fat or calories, follow the serving size – even if it's fat free, follow the serving size.
- Remember – if you are exercising, you need more calories and fat.

Food Biotechnology

Food biotechnology is technology that produces a high quality, abundant food supply, while also protecting the environment. Your family's grocery bill won't be as high because the food lasts longer and is resistant to disease and severe temperatures.

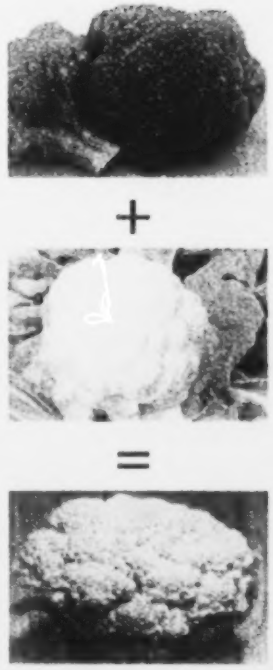
Biotechnology = fruits and vegetables that ripen longer on the plant without spoiling before they are eaten – like tomatoes

Biotechnology = crops that are disease resistant so they don't need as many pesticides. This protects the environment.

Biotechnology = crops that are weather-resistant to withstand heavy rainfall, drought, late frost, and periods of high heat.

Biotechnology = broccoflower – a cross between you guessed it – broccoli and cauliflower! Other new varieties of foods can be cross-bred for new tastes.

Biotechnology = foods that are lower in fat, cholesterol, or saturated fat, and higher in protein, vitamins, and minerals.



"Yes" - foods produced with biotechnology are safe to eat.

HAVE YOU EVER EATEN BROCCOFLOWER? GIVE IT A TRY!
IT'S IN YOUR SUPERMARKET'S PRODUCE SECTION.

Do you know of any other foods that are produced by biotechnology? Write them down.

SESSION 3: SMART EATING ON THE RUN

LEARNING GOALS:

After viewing the video and completing the handouts in session 3, students will be able to:

- Select healthful breakfasts, lunches, and snacks on the run.
- Select healthful snacks from vending machines.
- Select snacks to enhance studying.
- Make a reduced-fat pizza and snack.
- Modify a recipe using healthful kitchen ingredients.
- Prepare food to conserve nutrients and promote food safety techniques.

Fit Kid Contract Behavior Change:

4. Breakfast, Snacks, and Cooking

HANDOUTS:

26. Why is Breakfast So Important?
27. Nutrition on the Run
28. Vending Machine Choices
29. For Extra Studying Power
30. The Chef In You
31. Super Snacks For You
32. Holding In the Nutrients
33. Make It Safe!
34. Prevent Food Poisoning Checklist

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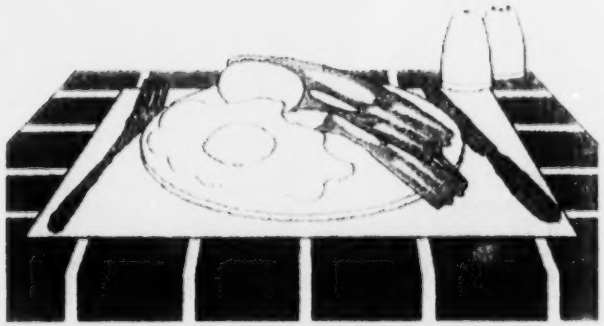
Why is breakfast so important?

Breakfast:



What? You say you don't have time? You're not hungry. Then think about a small breakfast or look on the following page...

Kicks in your metabolism. It gets your body's functions running so you start burning calories and producing energy. Want better test scores? Research indicates ***eating breakfast = better test scores than not eating breakfast.***

Are you losing your concentration as the morning goes on? YAWN! ***Eating breakfast = better concentration = more alert!***

How can you study when your stomach is growling? ***Eating breakfast = a quiet stomach = new and improved studying power!***

Did you know breakfast eaters get more vitamins and minerals (calcium, phosphorous, magnesium, and vitamins A, C, B, and riboflavin) in their diets, than breakfast skippers. ***Eating breakfast = a more nutritious diet = a more energized you!***

No excuses! Eat your breakfast!

Nutrition on the Run

Breakfasts to Go

DON'T HAVE TIME TO SIT DOWN TO BREAKFAST? TRY THESE!

- Toaster waffles topped with fruit spread
- Fruit flavored low-fat yogurt – add a tablespoon or two of your favorite cereal
- Breakfast smoothie – combine 1 small banana, 1 cup skim milk, 1 teaspoon vanilla extract, 1 teaspoon honey, and 1 cup ice cubes in a blender. Cover and blend until mixture looks smooth
- Breakfast granola bar
- Mozzarella cheese sticks
- Cereal with 6 grams or less of sugar per serving and 7 grams of fiber per serving
- Bagel with peanut butter and jelly or cream cheese
- Fill a small plastic bag with your favorite cereal to munch on while you're on your way to school
- Individual oatmeal packets
- Individual cottage cheese and fruit packets

Brown Bagging It

What to choose in the lunch line? A veggie or fruit with your meal and skim or 2% milk.

Have time problems packing your lunch before school in the morning? Pack the night before.

- Snack packs – tuna and crackers
- Fruit juice- freeze the box and use it as an ice pack
- Leftovers from the night before
- Bagels with a cheese slice or peanut butter
- Baby carrots and low-fat salad dressing or dip. Pack the salad dressing in a small plastic bag.
- Turkey sandwich – pack lettuce and tomato separately, so the sandwich doesn't get soggy
- Peanut butter and jelly
- Cheese and crackers
- Pita bread salad – pack the salad in a plastic bag

Extra's to pack for lunch or snacks

Be sure to snack during the day

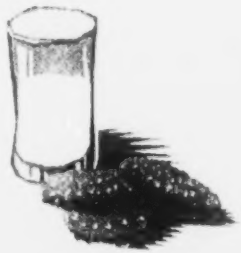
- Snack Packs – applesauce, fruit, pudding, gelatin
- Grab and go fruits – banana, apple, orange, grapes
- Baked potato chips
- Pretzels – have you tried mustard?!!
- Mozzarella cheese sticks
- Rice cakes – chocolate, caramel, peanut butter crunch, apple cinnamon – what's your favorite?
- Vanilla wafers
- Graham crackers
- Fresh fruit

Vending machine choices

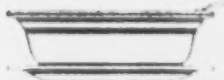
Some vending machines have great nutritious items to choose from and others don't. If you are lucky enough to have some of the following items in your vending machine – **CHOOSE THEM!**

CHOOSE THESE

PRETZELS
HONEY MUSTARD PRETZELS
BAKED POTATO CHIPS
GINGERSNAP COOKIES
LEMONSNAP COOKIES
FRUIT JUICE
SKIM MILK
ANIMAL CRACKERS



CEREAL
SOUP
YOGURT
FRUIT
TWIZZLERS
PUDDING
GELATIN



THIS MAY TRICK YOU

MICROWAVE POPCORN – vending machine popcorn is loaded with butter or oil. Check out the label the next time you see some.

For extra studying power

pack in snacks with

Complex Carbohydrate	+	Protein	=	Snack
2 slices whole wheat bread	+	Cheese	=	Cheese sandwich
Fruit	+	Cottage cheese	=	Great!
Cereal	+	Skim milk	=	WOW!
Crackers	+	Peanut butter	=	All right!
Grapes	+	Mozzarella cheese sticks	=	Perfect!
Bagel with pizza sauce	+	Topped with mozzarella cheese and microwaved	=	Pizza bagel
½ pita bread	+	Sliced turkey or other luncheon meat	=	Pita sandwich
Lettuce, vegetables	+	Beans, cheese, and salad dressing	=	Salad

- **Pudding, yogurt, or skim milk contains a good amount of both carbohydrate and protein.**
- **The protein helps to keep you alert for studying.**

The chef in you!

Do you like to cook? There are a lot of benefits to preparing meals at home. Take a look:

- ☑ Have you ever looked at the prices of convenience pre-packaged meals? Check it out when you go to the grocery store. They are expensive. Look at the money you can save by preparing foods at home.
- ☑ Some convenience products are high in sodium. Sodium is a food preservative.
- ☑ You can make your family's ethnic recipes that are passed down from generation to generation (and you can add your own healthful touches after reading this handout).
- ☑ You can prepare traditional high fat/calorie recipes with lower fat/calorie substitutions. Look below.

Recipe makeovers in action

This pizza recipe was originally 20 grams of fat per serving. Look at how it was slimmed down to just 6 grams of fat per serving.

1 purchased pizza crust
1 14-oz jar pizza sauce
1 cup mozzarella cheese
3 oz sliced pepperoni
1 6-oz can mushrooms

1 10-oz can pizza crust (in dairy case)
1 14-oz jar pizza sauce
1 cup reduced-fat mozzarella cheese
2 cups assorted vegetables from salad bar (mushrooms, broccoli, peppers, shredded carrots)

1. Preheat oven to 350.
2. Spread pizza sauce over crust. Top with cheese and pepperoni and bake for 10 minutes, or until cheese melts.

1. Bake pizza crust according to package directions.
2. Add pizza sauce, veggies, and cheese and continue to bake for 10 minutes or until cheese melts.

Brownies

Purchase your favorite boxed brownie mix at the grocery store. Substitute an equal amount of applesauce as oil called for in the recipe and 2 egg whites for every 1 whole egg.

You'll save **6** grams of fat and **60** calories per brownie!

How did we increase the nutrition and decrease the fat/calories?

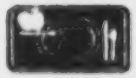
Pizza

- ☑ Purchased pizza crusts can be high in fat and calories. Label read to find one that is 5 grams of fat or less per serving.
- ☑ Switched to reduced-fat mozzarella cheese
- ☑ Added veggies in place of pepperoni, (but still kept the mushrooms)

Brownies

- ☑ Replaced the oil with applesauce and the egg yolk with egg whites

Recipe makeovers to nutrition-ize your meals!



Here are some healthful recipe substitutions to use the next time you are a chef!

Applesauce – Replace the oil in brownie and cake recipes with an equal amount of applesauce. Guess what – you just added fruit to your diet.

Yogurt – Plain non-fat yogurt can also be used in place of oil in brownie or cake recipes. If a recipe calls for ½ cup oil, substitute ½ cup plain non-fat yogurt.

Egg Whites – If you want to lower the cholesterol and fat in a recipe, replace 1 whole egg with two egg whites (leave out the yolk because that's where the fat and cholesterol are).

Sugar – Reduce the sugar by one half. If a recipe calls for 1 cup sugar, decrease the amount to ½ cup.

Veggies – Add as many veggies to your meals as possible. Add zucchini and mushrooms to spaghetti sauce. Add broccoli to pasta. Chop up celery and grapes to add to tuna or chicken salad.

Reduced-Fat or Lite Products: Give them a try. But label read first! Look for cheese made with 2% milk, lite salad dressings, and low-fat yogurt.

Salad Dressings: Reduce the fat and calories of regular salad dressing by adding an equal amount of plain non-fat yogurt to creamy dressings and an equal amount of rice wine vinegar to oil and vinegar dressings.

SUPER SNACKS FOR YOU!

Did you know that teenagers get up to one fourth of their calories in just one day from snacks? So snack on! Here are some quick and easy snacks that YOU can make:

PIZZA BAGELS

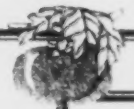
- 1 bagel, cut in half
- 4 tablespoons pizza sauce
- 2 tablespoons part-skim mozzarella cheese

Spread each bagel half with 2 tablespoons pizza sauce. Top with 1 tablespoon cheese. Microwave until cheese melts (about 20 seconds).

VEGETABLE PIZZA

- 1 can (10 ounces) pizza dough (from dairy case - Pillsbury's is one of the lower fat doughs)
- 1 jar (14 ounces) pizza sauce
- 1/2 cup sliced mushrooms, 1/2 cup broccoli florets, 1/4 cup shredded carrot, 1/4 cup green pepper slices (purchase at the salad bar in your favorite grocery store)
- 1/2 cup mozzarella cheese

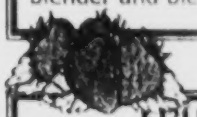
1. Roll out the pizza dough onto a cookie sheet and bake according to the pizza dough package directions.
2. Spread the pizza sauce over the dough, top with vegetables, and return to oven to finish baking.
3. Remove from oven, add cheese, and return to oven until cheese melts (about 3 minutes).



BREAKFAST DRINK

- 1 cup skim milk
- 2 tablespoons powdered skim milk
- 1/2 cup frozen strawberries
- 1/2 small banana

Combine all the ingredients in a blender and blend until smooth.



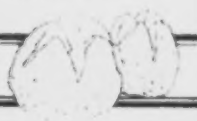
POTATO TOPPERS

Make a quick and easy meal by adding one of these potato toppers to a large baked potato. Microwave your potato, then YOU choose what YOU want:

Mexican Potato
Top your baked potato with salsa, crushed reduced-fat tortilla chips, black olives, and fat free sour cream for a quick and easy tangy treat!

Ranch Style Baked Potato
Top your baked potato with reduced-fat Ranch dressing and croutons.

Veggie Baked Potato
Top your baked potato with frozen vegetables that have been warmed. Add a slice of cheese or 2 Tbsp. shredded cheese, and microwave until cheese melts.



FRUIT ON A STICK

- 1/4 cup reduced-fat granola cereal
- 1 tablespoon raisins
- 3 strawberries, stems and tops removed- place each on a wooden toothpick
- 1 medium banana, peeled and cut into 1/2-inch slices - place each slice on wooden toothpick
- 1/4 cup low-fat strawberry yogurt

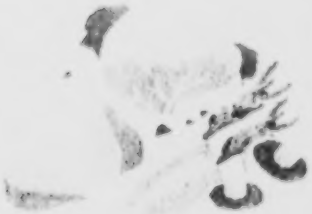
1. **Combine** the cereal and raisins in a shallow bowl.
2. **Dip** the fruit in the yogurt, then roll in the cereal and raisin mixture.

DID YOU KNOW?

- **YOU** can freeze grapes in ice cube trays to munch on during those hot summer days.
- **YOU** can top frozen vanilla yogurt with frozen strawberries (microwave strawberries until melted - read package directions).
- **YOU** can pack a salad in half a pita pocket for a salad that you can eat with your hands!

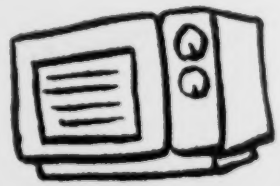
Holding in the nutrients

- Don't leave that carton of milk out on the table – put it in the refrigerator to decrease the nutrient loss and keep it from spoiling.
- Drink the milk in the bottom of your cereal bowl. Forty percent **(40%)** of the vitamins/minerals from your cereal crawl into your milk after just 10 minutes.

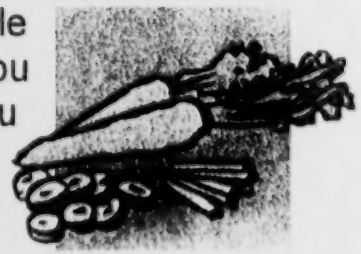


Most of the nutrients in fruits and vegetables are in the edible skin – like carrots and potatoes. So scrub and clean the skin really well and eat it!

Microwaving is easy and guess what? Foods hold in more nutrients because it's fast. Use only microwave-safe containers.



If you like your vegetables tender-crisp (with just a little bit of crunch) you will win with nutrients. The longer you cook vegetables – the more nutrients you lose. If you like raw vegetables, you really **win!** Just be sure to wash them *really* well.



MAKE IT SAFE!

SAFE FOOD

NEWS FLASH: **By the time you finish reading this page, another person will have died from food poisoning.**

SOMETIMES YOU CAN'T SEE IT, SMELL IT, OR TASTE IT.

What are the symptoms?

- Fatigue
- Chills
- Fever
- Dizziness
- Vomiting
- Headache
- Diarrhea leading to dehydration
- Severe cramps
- Vision problems
- Stiff neck

What causes Food Poisoning?

- When bacteria in food multiply to very large numbers, your body can't control the amount
- Bacteria needs just the right conditions – food, moisture, and warm temperature – oh, and O_2 or oxygen!
- Temperatures between 40° and 140° F promote the growth of bacteria
- Bacteria spreads on warm, moist hands. Think of everything you touch that other people have touched.
- Raw, protein foods like:
  - Milk
  - Meat, poultry, fish
  - Eggs

Prevent Food Poisoning Checklist

- ☑ Wash your hands for **20 seconds** with warm, soapy water before you start preparing foods to eat. Wash the **front, back, between your fingers**, and **under your nails**. Anytime you stop to pet the dog, answer the phone, cough, sneeze, or pick up a magazine, **WASH YOUR HANDS** before you touch the food and put it in your mouth.
- ☑ Make sure all your utensils, work surfaces, cooking supplies, and cutting boards are clean. Don't ***cross contaminate***. That means don't use the same knife you used to cut raw meat with to cut your vegetables. If bacteria were on the knife from the meat, you've just contaminated the vegetables. If you eat the vegetables raw, you can get contaminated. Clean up spills right away with a paper towel and disinfectant kitchen cleaner or a chlorine-bleach solution (2 teaspoons bleach in 1 quart water). Dishtowels are bacteria carriers if they sit around your sink. Use paper towels or change dishtowels often.
- ☑ If a food can is dented, opened, cracked, bulging, or leaking, or spurts when opened – Do not smell it or taste it. **THROW IT AWAY**! The food could be contaminated with ***botulism***.
- ☑ Put food away from the grocery store **FAST**! As soon as you get in the door.
- ☑ Open up the fridge and don't recognize the food? All green and hairy? **THROW IT OUT**! Don't keep leftovers more than **3 days.**
- ☑ Having a party? Don't let foods sit out longer than **2 hours**. Put the food containers in a bowl filled with ice. Put a small amount out at a time (like dip) and keep the rest in the refrigerator.
- ☑ Packing your lunch? Pack it the night before and chill it. That way it will stay cold longer. Wrap everything tightly and separately in plastic wrap or seal in plastic bags. Add a small ice pack or place a frozen fruit juice box at the bottom of your lunch bag, then add your food. If you have a lunch bag at room temperature with items in it that should be refrigerated – you are at high risk for food poisoning.
- ☑ Watch out for raw eggs – like eating unbaked cookie dough or adding eggs to drinks for extra protein. They can contain ***salmonella bacteria***. Only eat cooked eggs.
- ☑ Do you have a cut on your hand and you're preparing food? Wash your hands and put on a clean bandage before making your food.
- ☑ Use the utensils at a salad bar instead of picking up the food with your fingers. You could contaminate the food for others.

SESSION 4: SMART MOVES

LEARNING GOALS:

After viewing the video and completing the handouts in session 4, students will be able to:

- Describe the importance of exercise in terms of how they personally would benefit.
- Increase their exercise daily by performing three fun and simple things.

Fit Kid Contract Behavior Change:

5. Increasing Activity

HANDOUTS:

35. To Move Or Not To Move
36. Exercise = Fun
37. How Can You Increase Your Activity Each Day?
38. 17 Ways to Make Some Money While You Exercise
39. Exercising Away the Calories

TO MOVE OR NOT TO MOVE?

CHECK OUT WHAT 'JUST MOVIN' DOES FOR YOU!

- ♥ It boosts your metabolism – which means your body needs more calories.
- ♥ It speeds up your metabolism for 4 to 8 hours after you **stop** exercising.
- ♥ You use the nutrients from food better when you're exercising.
- ♥ It improves your posture.
- ♥ You'll feel more relaxed after exercising – that's because endorphins are released to make your mood sooo… much better!

- ♥ Want a mega metabolism? Then "**GET MOVIN"**!
- ♥ Your clothes will fit better and you'll look **GREAT**!
- ♥ You'll have increased strength and fitness.
- ♥ Your heart, muscles, lungs, and organs work better. **AND** you can add **2 to 10** years to your life!
- ♥ Your body has more muscle when you exercise.
- ♥ You feel great because you are doing something good for yourself.
- ♥ Want good healthy habits as an adult? Then start now!

EXERCISE = FUN

LOOK WHAT EXERCISE EQUALS:

VOLLEYBALL
BASKETBALL
ROLLERBLADING
BICYCLING
TENNIS
GOLF
HOCKEY
FOOTBALL
SOCCER
SWIMMING
DANCING
JUMPING ROPE
BASEBALL
WATER BASKETBALL
LACROSSE

What can you add? _____

Teenagers spend an average of 3 hours per day just watching TV or working on the computer.

Do you know teenagers should exercise 3 to 4 times per week for at least 30 minutes? Don't forget your warm up and cool down! Wear comfortable clothing.

- **Exercise with friends**
- **Listen to music**
- **Create variety**

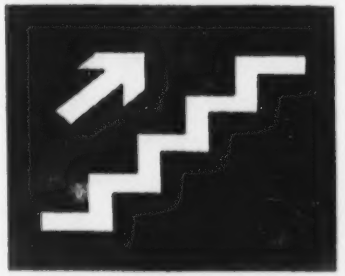
Circle the fun activities above that you will do this week. Remember to try something new.

How can you increase your activity each day?

Walk to as many places as you can.

Skip the elevator and take the stairs.

Run up and down the stairs at home.

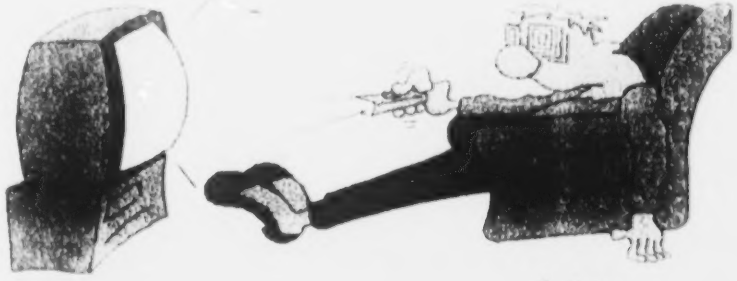


Like to talk on the phone? **Crunch** the abs, **stretch**, **jog** in place, or **do** your favorite exercise while you talk, talk, talk.

Tone your lower arms when you dry your hair. Make it a workout!

Did you know there's about **20 minutes** of commercials during each hour that you watch TV?

Up! Up! Up off that couch and walk around the house, run up and down the stairs, and guess what? **You can get in your exercise for the day!**

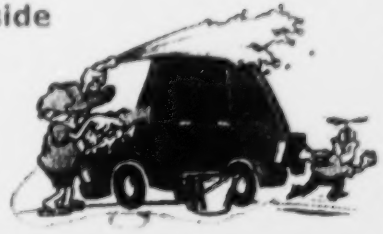


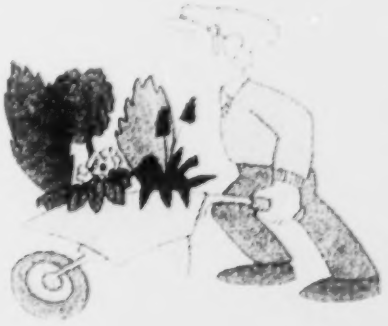
17 ways to make $ome money while you exerci$e

HERE'S HOW:

Outside

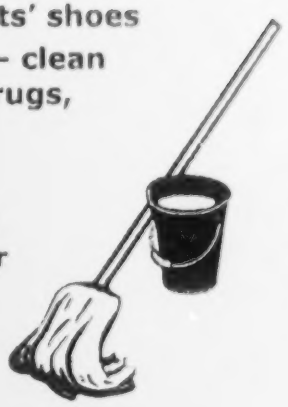
- Walk your neighbor's dog
- Wash cars on the outside
- Shovel snow
- Deliver papers
- Rake leaves
- Mow lawns
- Garden – pull weeds, trim grass
- Wash windows
- Have a dog wash
- Collect neighbors' junk for a garage sale
- Grocery shop or do errands for senior citizens in your area





Inside

- Polish your parents' shoes
- Do house chores – clean windows, sweep rugs, wash floors
- Clean garages
- Clean basements
- Clean, dust, water plants
- Clean cars on the inside



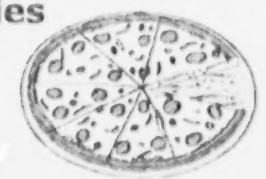
What else can you add to make $$ while exercising?

_____

_____

_____

Exercising Away the Calories

If you eat these Fast Foods			*To burn all the calories, you would Exercise this*
Large burger with special sauce **Medium size French fries** **Chocolate shake**	1330 calories 66 fat grams 15 teaspoons fat		**3 ¾ hours bicycling (4 mph)**
Junior burger **Onion rings**	830 calories 38 fat grams 9 teaspoons fat		**3 $^{1}/_{3}$ hours jumping rope – double Dutch**
Breaded chicken sandwich **Super size French fries**	1150 calories 56 fat grams 13 teaspoons fat		**2 ½ hours swimming laps**
Grilled chicken sandwich **Small size French fries** **Skim milk**	570 calories 13 fat grams 3 teaspoons fat		**1 hour rollerblading**
Pizza-personal size with pepperoni and cheese	583 calories 22 fat grams 5 teaspoons fat		**2 hours playing a game of basketball**

SESSION 5: GETTING THE COMPETITIVE EDGE

LEARNING GOALS:

After viewing the video and completing the handouts in session 5, students will be able to:

- Determine the best overall diet for competing in sports in terms of the before, during, and after competition or events.
- Select high carbohydrate meals and snacks for competing in sports.
- Evaluate a nutrition book or supplement for quackery and take action if quackery is present.
- Understand the importance of getting nutrients from food versus a pill or powder mix.
- Select appropriate foods for a healthy weight gain.

Fit Kid Contract Behavior Change:

5. Increasing Activity

HANDOUTS:

40. What is the Best Overall Diet for Competing in Sports?
41. Calling All Athletes... Some Things To Think About
42. Quackery...If It Sounds Too Good To Be True – It Just Might Be
43. How to Gain Weight the Right Way

WHAT IS THE BEST OVERALL DIET FOR COMPETING IN SPORTS?

Fill 2/3 of your plate with

foods from the shaded area of the Pyramid and

1/3 of the plate

from the white area of the Pyramid

THE COUNTDOWN

BEFORE

The week prior to the event

Follow the *Food Guide Pyramid* and do the Pyramid Check.

1 to 3 hours before your activity:

- Eat a light, high carbohydrate meal. Avoid a lot of fat or protein, because these take longer to digest than carbohydrates.
- Avoid sweet, sugary foods. They can cause nausea, cramps, or diarrhea.

10 to 15 minutes before your activity:

- Drink 10 oz of cold water or diluted juice (1 cup water + 1 cup juice).
- Avoid carbonated beverages and those that contain sugar (fruit juices and fruit drinks) and caffeine, as well as sugary snacks (candy, sweets).

Light, High Carbohydrate, Moderate Protein, Low Fat Meal Ideas

- Baked potato with low-fat sour cream
- Bowl of cereal with skim milk
- Milk and graham crackers
- Pudding
- Fruit
- Yogurt

Be sure to weigh yourself before an event so you can determine your fluid loss when your are finished.

DURING

- Drink 3-4 oz of cold/cool water every 15 minutes.
- Sports drinks containing 6-8% carbohydrate may be appropriate during activities lasting more than 90-minutes. **Label read!**
- Pack high carbohydrate snacks and fluid if you will be competing all day.

High Carbohydrate, Fluid Snacks

- Applesauce
- Frozen yogurt
- Watermelon chunks
- Cantaloupe chunks
- Orange sections
- Frozen fruit bars
- Apple slices
- Grapes
- Low-fat pudding
- Sherbet
- Yogurt
- Milk
- Kiwi halves

Other High Carbohydrate Snacks

- Popcorn
- English muffin
- Potato
- Cereal
- Crackers
- Pita
- Raisins
- Bagel
- Bread
- Pretzels
- Vegetables with low-fat dip

AFTER

- Weigh yourself after your event and compare it to your pre-event weight. Then drink 2 cups of fluid for every pound you lose to bring yourself back to your pre-event weight. Water, fruit juices, or sports drinks are good fluid replacers.
- Eat a high carbohydrate meal or snack within 4 –5 hours to replenish glycogen.

High Carbohydrate Meal and Snack Ideas

- 8 oz juice
- Bagel
- Spaghetti
- Pretzels
- Fruit yogurt and cheese
- Veggie pizza
- Oatmeal cookie
- Banana

REMEMBER

- *You are exercising and burning lots of calories.*
- *You need more calories than your friend who is not exercising.*

HOW FAST DO FOODS LEAVE YOUR STOMACH?

Fat	**4 – 5 hours**
Protein	**3 – 4 hours**
Carbohydrate	**2 – 3 hours**

Calling All Athletes... Some Things to Think About

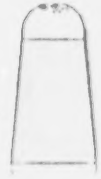
Sugar

Candy bars and sweets don't supply quick energy before an event. Energy for an event comes from what you eat **many days** prior to the event.

Gelatin

Taking gelatin powder or pills won't strengthen your nails. Strong nails come from following the Pyramid Check.

Salt Tablets



You don't need to take salt tablets to replace the salt you lose in sweat. You'll get enough in the food you eat the next day.

What About?

Here are some supplements that don't offer any real benefit to your performance and their safety is not really known. Some may even be dangerous.

Chromium picolinate
Co-enzyme Q10
Creatinine phosphate
Carnitine
Melatonin
Pangamic acid
Bee pollen

Macrobiotic Diet

A macrobiotic diet doesn't allow for variety of foods or adequate fluid in your diet. You could become deficient in vitamins and minerals or dehydrated. Beware of macrobiotic diets.

Sports Drinks

Cold/cool water is one of the best fluids to drink. Sports drinks are lower in carbohydrate than fruit juice, so before competition they are a better choice. If you buy a sport drink, check the label to make sure it contains no more than 6-8% carbohydrate or 15-18 grams of carbohydrate per cup. ***LABEL READ... YOU KNOW HOW!***

Protein or Amino Acid Supplements

Amino acids combine to make protein. If you take extra protein or amino acids you won't build muscle faster. That comes from exercise. Extra protein above what you need can dehydrate you and be stored as fat and that can hurt your performance.

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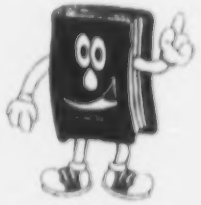
QUACKERY... IF IT SOUNDS TOO GOOD TO BE TRUE - IT JUST MIGHT BE

Does a diet book sound too good to be true? What about a new supplement that is supposed to provide you with increased amounts of energy or build your muscles? Sound too good to be true? It probably is. Just because nutrition information is in print, on TV or radio, or on the Internet, doesn't mean it's accurate. Take this advice:

- If it's a book, who wrote it? The person who wrote it should have a degree from a reputable school and the degree should be in medicine or nutrition.
- Was its purpose to inform or advertise? Beware of books or commercials to advertise a product. The intent should be to inform.
- How are the nutrition claims supported? They should be supported with studies from scientific journals, not personal testimonies.
- One study is not enough to prove anything. Do other studies support the same information?
- Does the book or product promise a quick cure? You know by now that it takes time to accomplish your nutrition or exercise goals.
- Does the book tell you to eliminate any foods or food groups? Remember variety is the key to eating healthfully and there are no 'good' or 'bad' foods.

Words and phrases to watch out for:

- *reverses the aging process*
- *overnight results*
- *secret formula*
- *treats, cures, and prevents*
- *natural vs. synthetic*
- *breakthrough, new*
- *detoxifies*
- *revitalizes*
- *money back guarantee*
- *increases stamina*



What can you do?

Seek out a qualified professional. Call your local hospital and ask for a registered dietitian or call your local dietetic association to answer your question.
Another source to contact is:

The American Dietetic Association
National Center for Nutrition and Dietetics
216 West Jackson Boulevard
Chicago, IL 60606-6995
Consumer Nutrition Hotline
1-800-366-1655
On-line: http://www.eatright.org

Postal service – Contact your local post office if you have received a fraudulent product through the mail. It is illegal to sell fraudulent products by mail.

FDA – Food and Drug Administration - Contact your local FDA office if there is inadequate information on a dietary supplement package label or false claims about that supplement. If someone tries a product and gets an adverse reaction, tell your doctor to contact the FDA's MedWatch hotline (800-FDA-1088). With current regulations, dietary supplements or herbal remedies can enter the marketplace without FDA's approval. They also do not need to have years of safety testing. Only the known, dangerous products are forbidden, by law.

FTC – Federal Trade Commission – Contact your local FTC commission if you find a product label that contains false or misleading claims in advertising.

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How to gain weight the right way

Even if you want to gain weight, you still want to eat healthfully. Here's some advice:

Do the Pyramid Check. Still select all your food servings from the different food groups of the Food Guide Pyramid, but increase the portion sizes.

- Eat larger portion sizes.
- Eat breakfast, lunch, and dinner.
- Include more between meal snacks.

Add calorie rich snacks:

- Add a slice of cheese to your sandwich.
- Add instant breakfast mix to a glass of milk.
- Add peanut butter to apple slices, crackers, bagels, or toast.
- Top your baked potato and vegetables with cheese.
- Add dried fruit (raisins, cherries, or cranberries), almonds, and wheat germ (purchase in the cereal aisle) to your cereal or serving of yogurt.
- Add all the extras to the lettuce and vegetables in your salad – sunflower seeds, egg, ham or turkey, croutons, chow mein noodles, nuts, beans, and cottage cheese.
- Select regular salad dressing rather than lite.

Include a milkshake with your dinner or combine the following ingredients in a blender:	*1 cup 2% or whole milk* *2 tablespoons powdered milk* *½ cup frozen strawberries* *½ small banana*

SESSION 6: HOW TO BECOME A FIT KID

LEARNING GOALS:

After viewing the video and completing the handouts in session 6, students will be able to:

- Turn negative things they say about themselves or others into positives.
- Understand the negative influence the media has on developing self-esteem.
- Understand the importance of being assertive and practice being assertive in real life situations.
- State the reasons why dieting is unhealthy.
- Do a behavior check to become a Fit Kid.
- Recognize and help someone with an eating disorder.
- Accomplish various steps to help their families become fit.

Fit Kid Contract Behavior Changes:

6. Positive Thinking
7. Fit Family Changes

HANDOUTS:

44. What's the Norm?
45. Keep the Talk Positive
46. Getting What You Want – Being Assertive
47. I Know Adults That Go On Diets To Lose Weight
48. I Think I Weigh Too Much. What Should I Do?
49. Okay, Okay, I Won't Diet. But I Want To Become a Fit Kid
50. Take the Behavior Check
51. What Is Normal Eating and What Isn't?
52. The Two Main Eating Disorders Are: Anorexia & Bulimia
53. Do You Think You Know Someone That May Have An Eating Disorder?
54. Resource List
55. Fit Family Changes

WHAT'S THE NORM?

The next time you watch TV, look at all the advertisements. What do the people in the shows look like? Is the show like real life? Does everybody look like a model?

Look at your friends. Each of them is unique and their bodies are all different. Bodies come in many shapes/sizes and all are beautiful. Don't get wrapped up into believing that what you see on magazine covers, on television, or in advertisements is the norm of what we should look like. Because - it's **NOT!**

Watch one teen television program this week and pay attention to:
***1) the program** and, **2) the advertisements**.*
Then answer these questions:

The program

	YES	NO
Do the teens at your school look like the teens in this show?	☐	☐
Do you dress the same?	☐	☐
Are the teens neat and clean looking?	☐	☐
Are the teens eating fast foods?	☐	☐
Are they eating a meal or nibbling throughout the show?	☐	☐

Advertisements:

	YES	NO
If I use these products, will I be attractive?	☐	☐
Do the actors look clean and neat?	☐	☐
Is everyone using this product having a great time?	☐	☐
Will my life become exciting if I use this product?	☐	☐
Will it increase my performance?	☐	☐
Will my life change - be more fun, exciting or fulfilled if I use this product?	☐	☐
Will all my problems be solved if I use this product?	☐	☐
Is negative body image associated with this product?	☐	☐

Total YES ☐ NO ☐

I bet there were more yes's than no's. The product may be just an average product, but it is projected in a very positive way.

You can project the same image as a television commercial. Take a look at what the commercials are projecting. Remember how positive they are about the product? That's why people buy it. **YOU** are now the product, so talk yourself up – **be positive**!

What do you say to yourself in a day's time that is negative or positive. Pay attention and write these down. Advertise yourself in a positive way, just like the commercials on television!

What do I say that is positive?

What do I say that is negative?	**Now, turn this into a positive.**
→	
→	
→	
→	

Do you have more positives than negatives? ***Remember - you are a walking commercial for yourself.***

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KEEP THE TALK POSITIVE

How many times do you find yourself putting yourself down?
You may say things to yourself like, ***I WISH...***

...my legs were longer.
...I was thinner.
...I was taller.

QUIT putting yourself down by talking negatively to yourself. Negative attitudes can lead to negative self-esteem - and that's how you feel about yourself.

If you don't feel good about yourself, YOU miss out on life.

YOU avoid parties...
And movies...
And other activities that you might be interested in trying.

YOU also miss out on friendships with really cool people all because of how **YOU** think others will treat you because of how **YOU** think **YOU** look!

LOSE the negative attitude and focus on your positives. Some things you can change and some things you can't. You are so much more than your body and appearance. Bodies come in many shapes and sizes and all are beautiful. Look at all your attributes that don't have to do with your looks. Let's make a couple of lists.

What don't I like about myself?

What do I like about myself?

Why do my friends like me?

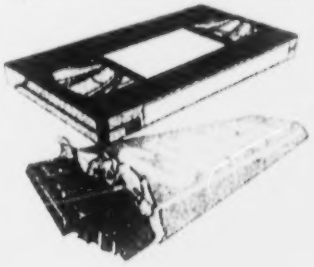
*Now, do a double take with the above lists. Of the things you don't like about yourself, cross off the things you can't change and circle the things you can change. Then work on changing these things. Focus on those attributes that you like - you know, your **good** features.*

GETTING WHAT YOU WANT - BEING ASSERTIVE

You can say something, and really mean it, or you can say something and not mean it. For example, here's a situation. You've decided to set a goal of being a Fit Kid. One of the steps to do this is to increase your activity as stated in your Fit Kid Contract. You decide to increase fun activity in your life by rollerblading, and also you are trying to do the Pyramid Check and focus in on healthy snacks.

THE SITUATION:

It's Friday afternoon. The weekend is here! School is out - until Monday, that is. You've got the rollerblades out, your gear on, and you're heading out the door when your friend walks up the driveway with a bag full of chips, candy, and a video. Your friend begs you to wait to go rollerblading and instead watch the video while you snack. You are trying to lead a more active lifestyle. And you have planned rollerblading all day. How you deal with this situation will affect your self-esteem and how you feel about yourself.



PASSIVE Response:

"I guess I could rollerblade tomorrow."

"I was going to rollerblade, but I guess we could watch the video."

With the passive response, you give in and feel horrible afterwards. You are compromising your goal you set by doing something you don't want to do or don't believe in. You say something, but don't really mean it. You lower your self-esteem and feel mad at yourself for your response.

AGGRESSIVE Response:

"Forget it, I'm rollerblading."

"You know I'm trying to get in more exercise. I don't want to watch the video."

With the aggressive response, you definitely get your message across that you don't want to watch the video, but it's how you say it that can hurt others' feelings.

ASSERTIVE Response:

"Okay, but let's rollerblade first. Let's go to your house, grab your rollerblades, and rollerblade together. Then let's watch the video and have a small snack. How does that sound?"

The assertive response is the way to go. You state what you want to do and then compromise with your friend. Life is full of compromises!

Which one are you?

Assertive ❑

Aggressive ❑

Passive ❑

Work on being assertive. You'll feel better when you are in control. Encounter any situation where you could be more assertive? Write it down and then visualize yourself being more assertive.

_____

_____

"I know adults that go on diets to lose weight. What should I do?"

DON'T DIET. Here's the Top 10 countdown to why you should NOT diet:

DIET

1. You can slow down your growth. That includes your muscles and your bones.
2. Because you are not getting enough calories, you probably are not getting the vitamins and minerals you need. You may weaken your immune system and get sick more often.
3. If you are skipping meals, you may actually lower your metabolism. When you skip meals, your body thinks you are starving and conserves extra calories. That means what you eat may be stored as fat more easily.
4. Let's face it. You don't have that great looking glow when you diet. Your skin and hair look dull, and your nails can become brittle.
5. You can hurt your metabolism by constantly gaining and losing. Each time you lose weight, you lose muscle. When you gain, you mostly gain fat, not muscle. When you lose muscle, you lose some of your metabolism – or lower it! That means your body does not need as many calories for energy. So preserve that metabolism by **NOT** dieting.
6. You feel **LOUSY** when you diet - mostly from lack of good nutrition, but also from being hungry all the time. You get irritable, cranky, and your ability to cope decreases. You explode at friends and family.
7. You're definitely **NOT** in top mental and physical condition. Do you feel like competing in sports or even rollerblading when you are starved and your stomach is growling? What about studying for that big **TEST! I DON'T THINK SO!**
8. Don't set yourself up for that vicious diet-go-round. That means, telling yourself you are **NOT** going to eat any of those very favorite cookies that your mother made... then giving in and eating some... then feeling so lousy, that you eat again. Don't even get on that merry-go-round! You end up feeling depressed and lower your self-esteem or confidence in yourself. Go ahead, have a couple of cookies It's okay. Really!
9. Did you know that when you deprive yourself of the foods you love, you actually overeat on other foods? Remember how we talked about moderation? That's the key – eating all the foods you want in sensible quantities! That doesn't mean 3 cups of ice cream, but ½ cup.
10. **JUST DON'T DO IT!**

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"I think I weight too much. What should I do?"

- Look at your parents and other relatives. Do you notice a resemblance? Yea? That's because genetics from your family determines your height, what shape your body will have, and how fast you grow, as well as your weight.

- Everybody has a different frame size that is the size of your bones. You probably inherited your bone size from one or both of your parents. Your frame can be small, medium, or large. The larger your frame size, the more you weigh. But that doesn't mean you are overweight.

There are **A LOT of things** that affect your weight. Your body size might not be completely within your control. During adolescence you are definitely in a 'growth spurt'. During this time you'll gain about

- **20% of your adult height**
- **50% of your adult weight**

- Each of us is unique and our bodies are all different. Beauty comes in all sizes.

- Don't get wrapped up into believing that what we see on magazine covers, on television, or in advertisements is the norm of what we should look like. **IT'S NOT.**

- And if you still don't like your weight – discuss how you feel with a parent. Ask if you can get advice from your family physician. Discuss your eating habits with a registered dietitian. Contact a local hospital for their out-patient dietitian's phone number.

"Okay, okay... I won't diet. But I want to become a Fit Kid. What should I do?"

Remember – you're a teenager and your body needs a lot of calories during this time in your life.

- Teenage girls need about 2200 calories.
- Teenage boys need about 2800 calories.
- You need MORE calories if you are tall for your age, if you exercise, or are physically active.

Sometimes you think you don't need that much, but you do. Then take the. . .
FIT KID CHECKLIST – it's everything we've already talked about!

FIT KID CHECKLIST

	YES	NO
1. Are you exercising and moving?	☐	☐
2. Did you do the Pyramid Check with the lower fat/calorie choices?	☐	☐
3. Are you label reading and following the serving sizes?	☐	☐
4. Are you eating sensibly at fast food places?	☐	☐
5. Are you eating breakfast, lunch, dinner, and snacks?	☐	☐
6. Are you being assertive?	☐	☐
7. Are you practicing positive self-talk?	☐	☐
8. Are you completing the goals in your Fit Kid Contract?	☐	☐
9. Are you setting your goals so high you can't reach them?	☐	☐
10. Are you sharing this information with a parent or support person?	☐	☐

11. **Take the Behavior Check on the next page...**

The Behavior Check... ◆⟶

Take the behavior check

- ☑ Plan ahead what you will eat. If you know you are going to a party with lots of tempting, high calorie snacks, plan to eat beforehand so you won't be so hungry. Eat dinner before you go to the party.
- ☑ Be sure to eat breakfast. Remember – it gets your metabolism going for the day and you won't get as hungry before lunch.
- ☑ Time yourself the next time you are eating. Do you take 20 minutes to finish your meal? If not, slow down. It takes 20 minutes for the signal that your stomach is full to reach your brain - kind of like a slow computer!
- ☑ Drink a glass of water before you eat. This will not only fill you up, but also it helps you get in your water for the day.
- ☑ Use smaller plates and glasses and create the illusion of getting more food.
- ☑ You don't need to eat all the food on your plate. Cue into your hunger. If you are not hungry, don't eat. Before you eat a snack right after dinner, ask yourself, "Am I really hungry, or am I eating out of boredom, stress, or whatever reason I am creating?"
- ☑ Take the behavior inventory. If you know you are eating and not hungry, fill in this diary so you can pinpoint what mood you are in and the time of day when you are overeating. Then substitute another activity, like rollerblading, for eating.

Food Eaten	Time of Day	Was I hungry, bored, sad, lonesome, or was I really hungry?	Substitute activity

☑ Is there anything else that you can think of? Write it down and share it with someone else wanting to zoom in on behavior changes. _____

_____

What is normal eating and what isn't?
What could indicate an eating disorder?

NORMAL BEHAVIOR AND THOUGHTS ABOUT EATING

- *Eats portion sizes close to that on the Nutrition Facts label*
- *Eats a variety of foods*
- *Enjoys eating with friends, at parties, in public places*
- *Eats about the same amount of food each day*
- *Makes exercise a regular part of his/her life and makes it fun*
- *Doesn't routinely overeat in response to stressful situations*

EATING DISORDER

- *Eats large quantities of food at one time, or doesn't eat at all, but just pushes food around on his/her plate*
- *Makes food eating a ritual – plans binge eating episodes (eating large quantities at one time) or plans to be away from food situations altogether*
- *Hides eating – is a 'closet eater'; may eat large quantities of food when in private*
- *Is 'stressed' out around food. Eats large quantities of food at one meal, then may vomit, use laxatives or diuretics to get rid of the food*
- *Exercises to the point where it is not healthy*
- *Overeats when confronted with stress*
- *Talks about food all the time*

WHAT IF NOT EATING BECOMES A PROBLEM?

When does that develop?

Usually around 12 – 25 years of age.

Why does it develop?

It sometimes starts when a person is dealing with a difficult situation or a changing point in his/her life – puberty, parents' divorce, death, new school, breakup of a relationship. The peculiar behaviors are an attempt to take charge of a situation that seems overwhelming to him/her.

90% affected are women and girls
1% of female adolescents suffer from anorexia
4% of female adolescents have bulimia

The most prominent symptoms are:

- *Obsession about body size – a real dissatisfaction with her/his body and a distorted body image – the person thinks he/she is fat when he/she isn't*
- *Real fear of being fat and the desire to become thinner, even when he/she is extremely thin*
- *May be moody, depressed, or hyperactive*

The two main eating disorders are:

Anorexia

THE SYMPTOMS:

- *Loss of excessive weight in a short period of time*
- *Refuses to keep body weight over minimal weight as based on height and weight charts*
- *Makes excuses about why he/she is not eating or gets away from situations where food is involved*
- *Looks in the mirror and even though he/she is very thin, still thinks of herself/himself as overweight*
- *Refuses to eat or eats small portions*
- *Menstrual periods may stop*
- *Changes in physical appearance – dry brittle hair and nails, hair loss, sunken eyes, pale complexion, growth of a fine, soft hair on the arms and face called lanugo*

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Bulimia

THE SYMPTOMS:

- *Can be overweight, normal weight, or underweight*
- *Hides large quantities of food to eat in secret*
- *Eats large quantities of food or 'binges' then vomits, uses laxatives, diuretics, or diet pills to get rid of the food, usually disappearing to the restroom immediately after eating*
- *Feels out of control when eating and ashamed after eating an extremely large amount of food*
- *Dental problems from vomiting, calluses on knuckles from teeth when vomiting, and swollen glands on the neck by the ears (parotid glands)*
- *Irregular or stopped menstrual periods*

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Do you think you know someone that may have an eating disorder?

- Speak to the person ***privately*** about your concern and what you have seen them doing.

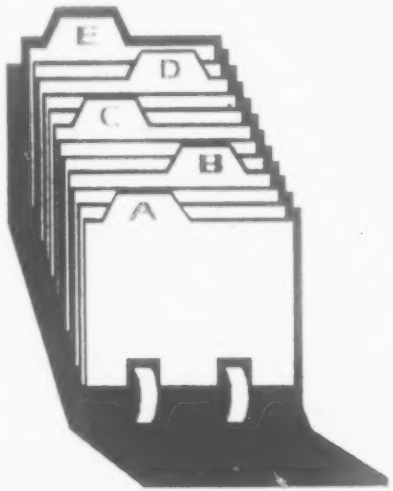
- Refer them to the resource list your teacher, counselor, coach, or school nurse has. Or you can call, fax, or write to:

The National Eating Disorder Center (NEDO)
6655 South Yale Avenue
Tulsa, Oklahoma 74136
Tel: (918) 481-4044
Fax: (918) 481-4076
Http//: www.laureate.com

- If the behavior of your friend scares you and she or he won't get help, tell a nurse, guidance counselor, teacher, or coach so they can intervene.

Resource List

The *National Eating Disorders Organization* (NEDO) offers an international listing of professional providers who list their services with them. Here is the list for the Ohio area:



Kathleen A. Pichola, Ph.D.
Berea Counseling Association, Inc.
Cleveland, OH
Tel: (216) 229-4200

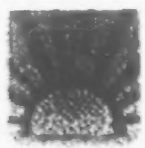
Penny D. Winkle, LSW
Columbus, OH
Tel: (614) 262-5677

Eating Disorders Center
Cincinnati, OH
Tel: (513) 369-1116

Laura Hill, Ph.D.
Center for the Treatment of Eating Disorders
Worthington, OH
Tel: (614) 846-2833

For further information, please call, fax, or write to *NEDO* at:

6655 South Yale Avenue
Tulsa, Oklahoma 74136
Tel: (918) 481-4044
Fax: (918) 481-4076
Http//: www.laureate.com



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Fit Family Changes

Now that you are a Fit Kid, you can help your family make changes to become fit. Observe your family's activities and food choices for one week. The following sections will help you steer your family down the right path.

Family Activity

Does your family exercise 3 times a week for 20 minutes?

| | Yes | | No

If not, ask your family if they want to increase their exercise?

| | Yes | | No

If yes, what activities could your family and you do to increase their activity level?

Food Choices

1. Do the 4 step Pyramid Check (4) and Calcium Challenge (8) handouts with your family.
2. Does your family eat breakfast? | | Yes | | No

   If no, what foods could your family purchase to make breakfast quick and easy?
3. Remember to have lots of fruits and vegetables around the house. Canned and frozen fruits and vegetables count, too. You have ideas in your workbook (page 6).
4. What snacks could your family buy to have around the house? Make a grocery-shopping list to help your family grocery shop.

Meal Planning and Grocery Shopping

Now that you know how to label read, share your knowledge with your family. Help plan meals for one week. Use family recipes and modify (if necessary) using healthful ingredient substitutions. Use the back of this page to menu plan. Then prepare one of the recipes. What will you prepare?

Don't forget to make a grocery shopping list.

Family History

Ask your family about their health history. What diseases are prevalent in your family?

Other

Is there anything else you can do to help your family become fit?

Remember that good nutrition and exercise are important for good health.

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TEACHER'S PROGRAM EVALUATION
The Fit Kid Connection (FKC) Evaluation

Please rate the following statements on a scale of 1-5. Circle your answers.

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	The FKC video was easy to follow.	1	2	3	4	5
2.	The FKC video was applicable to 7th and 8th grades.	1	2	3	4	5
3.	The FKC workbook was easy to follow.	1	2	3	4	5
4.	The FKC workbook was applicable to 7th and 8th grades.	1	2	3	4	5
5.	The FKC program (workbook and video) included activities and handouts that I used in my classroom.	1	2	3	4	5
6.	The FKC program helped me teach nutrition to my class.	1	2	3	4	5
7.	The students in my classroom enjoyed the FKC program.	1	2	3	4	5
8.	I would recommend the FKC program to fellow staff members, coaches, and food service personnel.	1	2	3	4	5
9.	I linked the FKC program to cafeteria activities.	1	2	3	4	5
10.	I tied the FKC program in with the learning outcomes for the ninth grade proficiency.	1	2	3	4	5

What changes would make this program more usable for you?

What changes would make these materials more usable for your students?

_____

_____

_____

_____ 1. How many students completed and turned in their Fit Kid Contracts?

❑ Yes ❑ No 2. Have you included nutrition in your activities or course of study prior to this program?

❑ Yes ❑ No 3. Is your school a Team Nutrition school?

❑ Yes ❑ No 4. Have you ever used Team Nutrition materials?

❑ Yes ❑ No 5. Does your school's food service director inform you of nutrition programs—Team Nutrition—they receive?

❑ Yes ❑ No 6. Have you received the yourSELF Education Kit?

❑ Yes ❑ No 7. If you answered yes to question #6, did you use the yourSELF Education Kit?

Kids... Please complete this page before starting the Fit Kid Connection nutrition education program

Name _____

School _____ **Health Teacher's Name** _____

Home Address: _____ _____ _____ _____

Street Apt. No. City State Zip

Grade _____ **Age** _____ **Male** ☐ **Female** ☐

1. For one day, check off everytime you eat a food from the following food groups:

Bread, Cereal, Rice, and Pasta	☐☐☐☐☐☐☐☐☐☐☐☐
Vegetables	☐☐☐☐☐
Fruits	☐☐☐☐
Milk, Yogurt, and Cheese	☐☐☐
Meat, Poultry, Eggs, Dry Beans, and Nuts	☐☐☐
Fats, Oils, and Sweets	☐☐☐☐☐☐

2. How many days per week do you eat breakfast?

☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5-7

3. Which of the following fast food meals would YOU choose?

I would choose:

☐ Grilled chicken sandwich, side salad, or baked potato
☐ Hamburger, fries

Check off what you do at fast food restaurants:

☐ Split fries
☐ Take the skin off breaded/fried chicken or fish
☐ Junior size instead of supersize
☐ Leave off special sauce or mayonnaise
☐ Add a salad with light dressing
☐ Other _____ _____

What meal did you order the last time you ate out? _____ _____

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4. Do you read the Nutrition Facts food label on the package?

☐ Yes ☐ No If you read them, what do you look for?

Fat	☐	Calories	☐	Vitamin C	☐	Iron	☐
Fiber	☐	Cholesterol	☐	Vitamin A	☐	Calcium	☐
Sugar	☐	Protein	☐	Serving Size	☐	Sodium	☐

5. What do you exercise for? Circle all that apply to you.

Dance Sports Fun To stay in shape

How many times per week do you exercise?

1 – 2 ☐ 3 – 4 ☐ More than 4 ☐

Do other family members exercise? ☐ Yes ☐ No

What do they do? _____

6. When you and your friends are together talking, what do you say about yourself and others?

Is it mostly ☐ Negative or ☐ Positive?

7. Circle the snacks your family has around the house:

Vegetables	Pretzels	Bagels	Cookies
Crackers	Potato Chips	Cheese	Ice Cream
Yogurt	Snack Chips	Candy	Pop

8. Does your family eat most meals together?

☐ Yes ☐ No

9. Does your family eat mostly:

☐ Convenience microwave foods
☐ Fast foods or take-out
☐ Home prepared foods

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The Fit Kid Contract of _____

After watching THE FIT KID CONNECTION Video and completing the handouts, I've decided I can make some changes to be a FIT KID. If you need another sheet of paper to complete your contract, please staple to the contract . Here is what I have done:

1. The Pyramid Check

What are 3 foods you increased or added to your diet and why?

	Foods I increased:	Why:
1.	_____	_____
2.	_____	_____
3.	_____	_____

What foods do I choose to give me 1300 mg calcium per day?

_____ _____

_____ _____

_____ _____

2. Fast foods

Check off what you did:

- ☐ Split fries
- ☐ Take the skin off breaded/fried chicken or fish
- ☐ Junior size instead of supersize
- ☐ Leave off special sauce or mayonnaise
- ☐ Add a salad with light dressing
- ☐ Other _____

What meal did you order the last time you ate out? _____

3. Grocery shopping

Go grocery shopping, select, use, and record:

- A product with a DV of 20% or more for calcium

_____

- A product with a DV of 5% or less for fat

_____

- A cereal with 6 grams or less of sugar per serving and 7 grams of fiber

_____

4. Breakfast, Snacks and Cooking!

I make sure I eat breakfast. These are my 2 favorite breakfasts:

1. _____
2. _____

List 3 snack foods you ate before the Fit Kid program and the healthful snacks you now choose.

	Before	After
1.	_____	_____
2.	_____	_____
3.	_____	_____

Prepare a meal or snack using healthful ingredient substitutions. Here is what I made:

_____ and this was my substitution:

_____

5. Increasing activity

I increased my activity each day by doing fun and simple things. These are 3 things I did:

1. _____
2. _____
3. _____

6. Positive thinking

Listen to the things you say to yourself. Is it negative or positive? If it is negative, take that thought and make it positive.

Negative: _____

Change to Positive: _____

7. Fit family changes

These are 3 things I did to help my family make positive lifestyle changes.

1. _____
2. _____
3. _____

Congratulations! Now you are on your way to becoming a Fit Kid !

Turn in your **Fit Kid Contract** to your health teacher .

Circle your first choice

(if you are one of the first 2900 students to turn in their contracts)

- *Bath and Body Works Gift Certificate or*
- *Sam Goody Gift Certificate*

I have completed all the 7 behaviors listed above.

_____

Student's signature

_____

Teacher's signature *Date*

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